

SURVEY OF LIVING CONDITIONS  
OF  
UNIVERSITY STUDENTS



A REPORT



MINISTRY OF EDUCATION

GOVERNMENT OF INDIA

1961

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**PUBLICATION No. 520**

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## I INTRODUCTION

### Origin

The Central Advisory Board of Education at its 21st meeting held in February, 1954 recommended, among other measures, that "a survey should be made of the living conditions of students in metropolitan cities and the State Governments should prepare programmes for constructing school and college hostels in these areas in accordance with the needs revealed by the survey".<sup>1</sup>

The above recommendation was examined by the Union Ministry of Education and it was decided to arrange for a survey to find out the social and economic conditions of living of Indian students as also their cultural interests and to assess the facilities needed for their curricular and co-curricular activities. It was felt that such a survey would facilitate the conduct of youth welfare work on a planned basis by providing valuable source material.

The magnitude of the task precluded such a survey being conducted on an all-India basis. The advice of the Central Statistical Organisation was also obtained in the matter. It was then decided that pilot surveys be undertaken in the first instance in a few universities.

The original idea was to arrange for the conduct of the survey in six universities, *viz.*, Banaras, Bombay, Delhi, Jadavpur, Kerala and Nagpur. The number, however, was reduced to three with a view to economising on expenditure. In June 1958, the three Universities of Bombay, Kerala and Lucknow were selected for conducting a pilot survey of the living conditions of their students. The University of Bombay, however, regretted its inability to undertake the survey during the academic session ending April 1959, while the other two universities agreed to complete it and have since submitted their reports. In order to avoid delay in the process of analysing and organising the data made available by the Universities of Kerala and Lucknow, the University of Bombay was excluded from the purview of this pilot survey.

### Procedure.

For the purpose of conducting the pilot survey a detailed questionnaire was prepared in consultation with the Central Statistical Organisation and the comments of the universities were invited [Appendix (i)]. The Questionnaire called for answers from students mainly about the daily routine, sports and recreation, social and religious activities, economic position, living facilities, health and career.

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<sup>1</sup>Proceedings of the 20th and 21st meetings of Central Advisory Board of Education in India, Ministry of Education, 1955.

The Universities of Kerala and Lucknow were provided with adequate copies of the Questionnaire as also detailed instructions about the conduct of the survey. A copy of the instructions circulated is enclosed at Appendix (ii). The survey was intended to cover ten per cent of the students on the rolls of all institutions (affiliated, constituent, and research) as well as departments or faculties under each university. It was to be confined only to Indian students. First year students who joined the college during the year of the survey were to be excluded from the survey, for as the survey would be carried out at the beginning of the academic year, they would not have had sufficient time to adjust themselves to the new surroundings. By this way it was intended to obtain a fairly realistic picture of the living conditions of Indian students. In each university a professor was to be appointed for conducting the survey with the assistance of a group of investigators for the collection and tabulation of data. The survey was to be carried out on the basis of "stratified random sampling", stratifying each university according to its existing institutions and covering 10 per cent of the students on the rolls of the university.

### **Pilot Survey Completed**

The survey work was taken up by the Universities of Kerala and Lucknow. The Kerala University Survey was conducted by the Department of Statistics during the period from October to December 1958; the field work was completed in December 1958, and the completed report was received in the Ministry in May 1959. The Lucknow University Survey was conducted by the Department of Psychology during the period November 1958 to April 1959. The Report was completed towards the end of May 1959 and was received in the Ministry in June 1959.

### **Finance**

The Universities of Kerala and Lucknow were given by the Ministry of Education a grant of Rs. 5,939 and Rs. 7,200 respectively for conducting the survey.

### **Scope of the Present Report**

There have been a few independent surveys conducted earlier in this field. The Calcutta University conducted a survey, "Undergraduate Students in Calcutta—How They Live and Work", in 1954. There has been a "Survey of Living Conditions of Meerut College Students (1954-55)". The Muslim University of Aligarh (the Department of Economics and University Health Service) conducted a "Socio-Economic Survey of College Students of Aligarh" for 1956-57. There has also been a sample survey of "Traffic Facilities of College Students in Bangalore City (1957)".

These surveys, however, dealt with varied aspects according to their own specific enquiries. Their limitations are also discernible. The Calcutta survey, for instance, covered the conditions of only the undergraduate men students in Calcutta. The Meerut College survey excluded women students. The two pilot surveys conducted

by the Universities of Kerala and Lucknow, however, conform to a uniform pattern as required by the comprehensive Questionnaire framed by the Ministry based on an examination of previous work in this field.

In the present Report an attempt is made to analyse and organise the data collected mainly as a result of the surveys conducted by the two Universities of Kerala and Lucknow in order to assess the living conditions of Indian youth as obtaining in colleges and universities. Such an analysis would help greatly the formulation of youth welfare work on sound, scientific and practical lines. The proposition whether an all-India survey of the living conditions of students need to be conducted has also been discussed. The findings of the earlier reports referred to above have also been kept constantly in mind and the relevant data, wherever available, have been incorporated. Some comparative statistics and details with regard to education in the United Kingdom as applicable to the present study have also been included in the body of the Report and as appendices.

## II

## SCOPE OF THE PILOT SURVEYS

## General Information

The following are the brief details regarding the two Universities:—

*Kerala University, Trivandrum*: founded in 1937; re-constituted in 1957; Type: Teaching and Federal; Jurisdiction: Kerala State; Faculties: Arts, Science, Agriculture, *Ayurveda*, Commerce, Education, Law, Medicine, Oriental Studies and Fine Arts, Technology, and Veterinary Science; Medium of Examination: English; University Post-Graduate Departments: 7; Affiliated Colleges: 75; Three Terms: 2nd June to 22nd August, 1958, 8th September to 19th December, 1958, 5th January to 7th March 1959.

*Lucknow University, Lucknow*: founded in 1921; Type: Residential and Teaching; Jurisdiction: with a radius of 10 miles from the University Convocation Hall; Faculties: Arts, Science, *Ayurveda*, Commerce, Law, and Medicine; Medium of Examination: Hindi in B.A., B.Sc., and B. Com., English in others; Teaching Departments: 45; Constituent Colleges: 3; Associated Colleges: 10; Three Terms: 22nd July to 27th September 1958, 14th October to 24th December 1958, 8th January to 30th April, 1959.

## Size and Sample

The following is an analysis of the student enrolment and the size of the sample selected from each type for the Pilot Survey:

The enrolment figures were<sup>1</sup>:

	Undergraduates and Graduates	Postgraduates	Doctorates	Total
Kerala	22,584	642	15	23,241
Lucknow	8,978	1,946	170	11,094

The number selected for the Survey was:

	Undergraduates and Graduates	Postgraduates	Doctorates	Total
Kerala	2,056	49	2	2,107
Lucknow	784	179	7	970

<sup>1</sup>Excludes first year students and foreign students.

At the Kerala University, the largest number taken for the sample survey has been from the Science Faculty—997; next in order came Arts—507; then Education—141; Commerce—129; Engineering and Technology—116; Medicine—54; and so on. In the case of the Lucknow University, the largest number (455) was from Arts Faculty; next in order appear Medicine—144; Science—124; Commerce—102; Law—65 and Education—14.

The percentage of student-population covered by the two universities comes to 9.07 in respect of Kerala and 8.74 in respect of Lucknow.

Commenting on this, the Kerala Report says:

"In certain colleges it had been largely due to the not very helpful attitude of the authorities concerned that the number of non-responses was large."

The Lucknow Report says:

"However, there still remained a number of 'no response' cases, partly because the students did not know the answers to some of the questions and perhaps also because of the private and personal nature of some of the questions."

### Fields of Study

While these two universities covered students in the fields of Arts, Science, Commerce, Education, Law, and Medicine, the University of Kerala, in addition, included the following types of study:

Agriculture, *Ayurveda*, Engineering and Technology, Oriental Studies, Social Studies, and Veterinary Science.

Out of the total number of 2,813 students, 250 were considered for the Survey.

The distribution of students in the sample survey according to the type of study works out to the following percentages:

Kerala		Lucknow
24%	Arts	46.9%
47%	Science group	19.6%
6.7%	each from Commerce, Education and Engineering.	10.5% Commerce 1.5% Education
1%	each from Agriculture, Law and Ayurveda	6.7% Law
2%	each from Medicine, Veterinary Science and Oriental Studies	14.8% Medicine

### III

## ANALYSIS OF THE SURVEYS

The data collected by the Kerala and Lucknow Surveys along with the completed Questionnaires have been studied. The main findings are set out below.

### 1. Identification

**Age:** The average age of the students covered by the Survey at both the Universities of Kerala and Lucknow was 19 years. The available statistics show the frequency distribution of the ages in the different branches of study. On the whole the median age of men students was 20 years, and 19 in the case of women students. In both the universities the median age of women students in all branches of study was found to be less than that of the men students. It was higher in the Faculty of Education. And while in the Kerala University Survey we find more women students in this Faculty in the age group 22, 23 and 28, there were in the Lucknow University only women students in the age group 22 and 24. They were mostly teacher-trainees.

It was found that at both the universities Science students had a slightly less median age than the Arts students. At the Kerala University the Engineering students had a median age of 18.3 years. The majority of these students were pre-professional Engineering students and first degree students.

In the Meerut survey carried out in 1954-55 it was found that more than 3/4ths of the students were in the age group 17—23. About a tenth were above 23 years, mainly in the Law courses.

**Physical Standards:** At the both the Universities of Kerala and Lucknow a positive correlation was found between age and weight, age and chest measurements, and between height and chest measurements both for men and women students. Age and height, however, did not seem to be so much correlated.

In general, says the Kerala Report, the physical standards are found to be correlated among themselves in a greater degree in men students than women students. Detailed statistical tables have been prepared by the Kerala University in this connection. The Lucknow University Survey has analysed the figures in 11 graphs.

**Civil Condition:** There were, in the Kerala Survey, 1464 men students and 643 women students; and in the Lucknow Survey, 750 men and 220 women students. The sex ratio per thousand students was thus 695 men: 305 women students in the case of the Kerala Survey, and 769 and 231 respectively in the case of the Lucknow Survey. In the Kerala Survey the proportion of women students was found to be highest in the Arts group with a ratio of

596 men to 404 women students. Among the Science students the ratio was 662 men to 338 women students. In the case of the Lucknow Survey details regarding the proportion of women students in their respective fields of study (and their ratio to men students) are not available because the differential of sex was introduced only after the sample had been drawn.

Most of the students were found to be bachelors. The percentage of married persons was found to be almost equal among men and women students (13%) in the case of the Lucknow University. This was also the figure revealed by the Meerut survey (13%). The Aligarh survey carried out in 1955-56 arrived at 15.3%. The Kerala surveys register low. Among University students, only 4% of the men students and 5% of the women students were found to be married. The highest percentage of married students are found in the Faculty of Education in both the Universities of Kerala and Lucknow, mainly because they have been teacher-trainees. And whereas this is so in respect of both men and women students in the University of Kerala (67% and 78% respectively), the largest percentage of married students at the Lucknow University were among the men students (50%). Among the women candidates in this Faculty of the University, the married among them are the highest in the Faculty of Arts (62.22%). Next in order in the marital status are the Law and Oriental students at the University of Kerala; and Commerce. Law and Arts (men) students in the Lucknow University. Between the Arts and Science students there were in both the universities more married students in the Arts Faculty than in the Science Faculty, the respective percentage being 4 and 1 in the case of Kerala University. There were in all 18 married persons (9 men and 9 women) in the Arts sample, whereas the number in the science sample was 6 (3 men and 3 women). In addition, there were 5 of the 'separated' category in the Science Faculty and one in the Arts Faculty. In the case of the Lucknow University as many as 56.82% of the men students and 62.32% of the women students in the Arts group were found to be married. Among men 18.19% of the Arts sample were found to be separated.

In the Aligarh survey 15.3% (272) men students and 7% (11) women students were found to be married, the largest number being 38.8% (men students) in the Arts Faculty. In the Meerut survey 13% of the students were married including those in Intermediate classes (3%); more than 85% of the L.T. students were married.

*Residence:* The Questionnaire invited information as to whether, and if so, how many students resided in the hostel or with parents or with relatives or in private lodgings. Among the Kerala University students, 48% of them were found to stay with their parents, 30% in hostels and 11% each with relatives and at private lodgings. The further details available from the university statistics are that 45% of the men students and 54% of the women students are staying with parents; 28% of the men and 33% of the women students in hostels; and 15% of the men, 2% of women in private lodgings. It is clear from the available information that more of men students than women students (210 and 14 respectively) are found

staying at private lodgings usually unrecognised by the university authorities. This also points to the lack of adequate hostel facilities for the men students in the various colleges of the university. At the Lucknow University, on the other hand, a majority of the men students are found to stay in hostels.

It has also been possible to make an analysis of the number of students in the various faculties who were occupying residences in any of the categories mentioned above. In the Kerala University it is found that a large majority of the students in the professional colleges except in education (teacher-training colleges) stay in recognized hostels. The percentages of students staying in hostels in the Faculties of Medicine, Engineering, Agriculture and Veterinary Sciences are 89, 60, 71 and 65 respectively. In the Faculty of Education it was found that as most of the teacher trainees were comparatively older than other college students, they preferred to stay with their relatives or at private lodgings. It was found that at the Kerala University as many as 350 Science students stayed with the parents, 145 in hostels, 90 with relatives and 75 at private lodgings. As for the women students, the respective figures in these Faculties were 189, 117, 27 and 4. At the Lucknow University it was found that the largest number of students staying in the hostel were in the Science Faculty; as many as 23.60% undergraduates, 32.87% post-graduates and only one student studying for the Doctorate as in the Survey. In the same Faculty 40% of the women students (under-graduates) and 20% (post-graduates) stay in hostel, and 50% of the under-graduates and 80% of the post-graduates stayed with parents. At this University all the women students in the Medical Faculty stayed in the hostel. About 50% of them in the Education Faculty were found to be staying in hostels. Most of the women students in the Arts Faculty were found to stay with their parents; 66.74% of the under-graduates, 80.92% of post-graduates and 100% of those studying for Doctorate. Among the women students considered in this sample survey, only 5.47% of the students (the two in the Arts Faculty) stayed at private lodgings unrecognized by the University authorities.

It would perhaps be relevant to mention some of the details found in the Calcutta and Meerut surveys. In the Calcutta survey it was found that as many as 70.6% stayed with their parents; 18.6% with relatives, 5.5% in hostels, 0.6% in recognised messes, and 4.7% in unrecognised messes. In the Meerut survey it was found that 63% of the students of the college as a whole lived with their guardians or relatives; about 25% lived in hostels. The remaining 12% were staying in rented private lodgings. Variations within the different classes were also noticed. About 82% of the Intermediate students and about 70% of Law students lived with their guardians or relatives. Their percentage is much lower for degree and post-graduate classes, being 53 and 58 respectively. From the Meerut survey it was also found that about 45% of the student population of the college came from outside Meerut. The problem of accommodation for such large student population is of great importance. The hostels, as at present, provided accommodation only for 700 students. It was also found that among those who had ap-

plied for hostel accommodation, about 18% had been refused accommodation. The living conditions in private lodgings too were more unsatisfactory and consequently provision of suitable hostel accommodation assumed greater urgency.

*Home Town:* In addition to the students from their own respective areas who were naturally very large in number, the two universities had to serve students from other parts. In the Kerala University about 1% of the students in the sample were from outside the State of Kerala, mainly from Madras. The latter came mainly for professional courses in Science, Engineering and Medicine. To the Lucknow University students came from as many States as Rajasthan, Andhra, Punjab, Bihar and West Bengal. They came mostly for studies in Arts, Science and Medicine.

*Family Income:* It is found from the Kerala's Survey that 9% of the students had a family income less than Rs. 50 p.m. Nearly 60% had a family income of less than Rs. 200 p.m. The financial position of the majority of the students, therefore, was found to be inadequate for a smooth and uninterrupted study. It was also found that there were only 10% of the students belonging to families with incomes over Rs. 500 p.m. The average monthly family income of the students in this sample survey as a whole was found to be Rs. 135. The Kerala Survey has also made a comparison of men and women students in this field. 11% of the men students and 6% of the women had monthly family income of less than Rs. 50. The percentage of families having incomes less than Rs. 200 was 64 for men students and 49 for women students. 9% of the men students and 12% of the women students had a family income of over Rs. 500. The average monthly family income of the men students was Rs. 127 and that of the women students Rs. 201. The Kerala Survey says: "All this shows that in the education of girls at the University level, family incomes are given greater weight than in the case of the education of boys."

In the Lucknow Survey it was found that the majority of the students belonged to middle-class families with incomes ranging between Rs. 200 and Rs. 500. Of the 25 women students in the sample of the Medical Faculty, the income of the families of only 5 exceeded Rs. 1,000 p.m. and of the 119 boys in the sample of this faculty the income of the family of 11 exceeded Rs. 1,000 p.m. On the whole it was seen that among the students in the Faculties of Arts, Law and Medicine, there were only some students who had a family income above Rs. 1,000 p.m. In the Arts Faculty particularly there were in this income group 35.85% including 13.05% of women students, and 33.24% in the Medical Faculty including 9.24% of women students. In the Kerala Survey it was found that the family incomes of the students in the professional courses, namely, Education, Agriculture, Medicine, Law, Engineering, Ayurveda and Veterinary Science were at a higher level than those of other classes of students. The average monthly family incomes of the students in the professional courses was found to be Rs. 153 compared to Rs. 130 for others. In these courses only 5% of the students had family incomes of less than Rs. 50. The percentages of students having family incomes of less than Rs. 250 was 55 in

the professional colleges and 61 in others. "There is clear evidence of the fact," says the report, "that the admission to professional colleges are generally sought only by such students as are financially better off than those in the other types of study".

The Calcutta survey studied this problem on the expenditure pattern. 31% of the students came from families with a *per capita* expense of Rs. 30 or less per month; a little over 8% belonged to the level Rs. 75 to Rs. 100 and about 7% to the Rs. 100 and above group.

In the Aligarh survey it was found that 20.7% of the students came from families with a monthly income below Rs. 50; 32% from the income group Rs. 101 to Rs. 150; 8% each from the groups Rs. 151—200 and Rs. 201—250; 7% from the group 251 to 500 and 5% from the group above Rs. 500; the remaining have been shown as from the group "unemployed". In the girls' college it was found that 17% of the students were from the monthly income group Rs. 51—Rs. 100; 18% from the group Rs. 201 to Rs. 250 and 17.5% from Rs. 251 to Rs. 500; and 23% from the income group above Rs. 500.

In the Meerut survey it was found that 57% of the students came from the income groups below Rs. 200 p.m., 23% had incomes of less than Rs. 100 and about 5% with incomes of less than Rs. 50 p.m.

*Occupation of Father or Guardian:* In the Lucknow Survey it was found that most of the parents belonged to what could be called the 'service' class. Quite a number belonged to the business category which included a good number of agriculturists and *zamindars*. It is interesting to note that as many as 47.85% of women students of the Medical Faculty came from families where parents were in gazetted government service. In the Faculty of Science there were as many as 45.28% from the *zamindari* class; 39.34% from those in government service and those who were teachers in colleges and universities. In the Faculty of Education, 50% of the men students and 8.33% of the women students came from families who were classified as agriculturists and 50% and 16.66% respectively from the business class. In addition, there were 33.32%, 16.66% and 24.99% of women students whose parents were in the government service (gazetted and non-gazetted), and in the category of college and university teachers.

In the Kerala University Survey it was found that 35% of parents or guardians were agriculturists; 18% of the students came from families who were in government service; 10% from those who were teachers (with less than 1% of those in colleges or universities). Another 10% of the parents were engaged in commerce or trade. Landlords, agricultural labourers, share-croppers, private medical practitioners and those serving in commercial houses and banks formed 3% each of the parents or guardians of the students in the sample. A further analysis shows that the parents or guardians of 39% of men students and 26% of the women students were in government service, whereas 22% of the women students

had their parents or guardians in such services. "This shows", says the Kerala report, "that (1) the parents in the agricultural families do not encourage higher studies of their female children at the college level to the same extent as that of their male children; (2) the proportion of female students in colleges with fathers (or guardians) in government service is significantly larger than the corresponding proportion of male students."

The proportion of men and women students from other occupational groups were not found to differ very much.

A brief reference may be made to the details found in the other surveys, namely, Aligarh, and Calcutta. In the Aligarh survey it was found that 515, i.e., 29% of the total number of students surveyed, came from families where their parents or guardians were agriculturists. Even there it was found that there was a growing tendency among the agriculturists to send their sons for higher studies. The survey report says that the farmers were either of the opinion that girls should not be given higher education or were probably unable to bear the financial burden involved therein. This appears to be so from the fact that only 8 women students i.e. 1.5% came from the agricultural families. As in the other surveys it was also found here that the largest number of students came from families which were of the service class, the number being 643 (including 60 women students) out of a total of 1,773. In this survey it was also found that 18.6% (330) of the students came from families of businessmen. There were 79 from families of lawyers and 35 from those of doctors.

The Calcutta survey emphasizes in broad detail the above conclusions. It was found that as many as 57.1% of the students came from families of the service class; 15.2% from the professions, legal, medical and teaching; 16.3%, business; 3%, cultivation; and 4% from the landowning classes. "Higher education in the city is therefore practically confined to the middle class".

*Distance from Home Town:* The data available under this sub-heading show that nearly 60% of the students in the Kerala Survey and 76% of those in the Lucknow Survey had their home town/village over 7 miles from the institution in which they studied. These figures specially referred to students in Arts and Science Faculties.

## II. Daily Routine

From the answers to the Questionnaire it was found that students got up early during summer, 6 a.m. approximately, and during winter, 7 a.m. approximately. 10% of the Kerala University students and about 6% of the Lucknow University students woke up after 6 a.m. during summer, and 25% and 24% respectively after 7 a.m. during winter. Much difference is not noticeable in the proportion of students going to bed at different times during summer and winter.

**Daily Exercise:** 767 students of the Kerala University and 326 of the Lucknow University (36% and 33% respectively from among the sample surveyed) were found to take daily exercise (other than sports activities) ranging from up to 10 minutes to more than one hour. Of these 6 at Kerala and 26 at Lucknow devoted only about 10 minutes, 232 and 143 respectively between 10 and 30 minutes, 304 and 87 respectively between 30 and 60 minutes, and the rest 225 and 70 respectively spent over an hour per day for exercises. The percentage of students having daily exercise was found to be the lowest (4 out of 29 i.e. 14%) among the Law students at the Kerala University and among the Medical students (22%) of the Lucknow University. Higher percentages were noticed in the Kerala Survey in the Faculties of Oriental Studies (68%), Ayurveda (58%), and Veterinary Science (57%); whereas higher percentages were recorded in the Lucknow Survey in the Faculties of Education (78%), Science (51%) and Law (40%). The following table incorporates the relevant information in connection with both the universities.

Faculty	University	Taking Exercise for			
		Less than 10 Mts.	10-30 Mts.	30-60 Mts.	More than One Hour
Arts	Kerala	4	63	71	55
	Lucknow	3	30	43	46
Science	Kerala	1	100	140	106
	Lucknow	11	61	19	6
Commerce	Kerala	..	23	20	16
	Lucknow	..	15	13	10
Education	Kerala	..	5	14	16
	Lucknow	10	1	..	..
Law	Kerala	..	1	2	1
	Lucknow	1	12	6	7
Medicine	Kerala	..	6	7	2
	Lucknow	1	24	6	1
Agriculture	Kerala	..	2	3	5
Engineering & Technology	Kerala	1	13	16	9
Oriental Studies	Kerala	..	4	16	10
Ayurvedic Medicine	Kerala	..	1	8	2
Veterinary Science	Kerala	..	12	7	2
Social Studies	Kerala	..	2	..	..
TOTAL	Kerala	767	(36%)		
	Lucknow	326	(33%)		

*College Hours and Meal Times:* There does not appear to be much difference between the students of the two universities regarding college hours and meal times. On an average the teaching hours were from 10 a.m. to 4 p.m. during summer as well as winter. The duration of a period was generally one hour. At the Kerala University in the Post-Graduate Department of Statistics a period usually covered one hour and thirty minutes. Some Honours and post-graduate students had one or two hours off-periods in a week. Students in the graduate and undergraduate classes did not have any off-periods ordinarily.

At the Kerala University the general pattern of the meal and other refreshment times of the students was as follows: 8 A.M.—9 A.M. breakfast; 1 P.M.—2 P.M. lunch; 4—5 P.M. coffee, tea or any other drink; 8 P.M. evening meal. A small percentage of students had their morning meals between 8 A.M. and 9 A.M.; light refreshments during lunch break and evening meal by about 7 P.M.

The Lucknow University Report says that the study hours in the affiliated colleges were usually in the morning (7 to 10 A.M.) except in the case of Science students (10-30 A.M. to 4 P.M. approximately). The hours of meal in the hostels were from 10 A.M. to 1 P.M. and 7-30 to 9 P.M.

Regarding the number of hours during which students studied daily it was found that most of the students at the Lucknow University studied from 3 to 4 hours during the first term. In the second term it increased from 4 to 6. Finally in the third term they read from 4 to 7 or 8 hours daily. Two out of every ten students did not study at all during the first term. At the Kerala University the number of hours spent for study outside college hours was found to vary between one hour and three hours in the first and second terms and between two to five hours during the third term.

*Spending Leisure Time:* From the available statistics it is found that over 50 per cent of men and women students in both the universities indicated 'reading books' as their leisure-time preference, next in successive order of first preference in the case of the Kerala Survey (men students) came: outdoor games (12 per cent); indoor games (9 per cent); gossip (6 per cent); working at home and hobbies (4 per cent) each; and 1 per cent each for day-dreaming, sleeping etc. Only 5 in 1,000 were interested in visiting friends.

As regards the women students at this university 8 per cent were for indoor games; 5 per cent each for gossip and working at home; 4 per cent each for hobbies, outdoor games, music, drama, stitchcraft etc.; 3 per cent for sleeping; and 1 per cent each for day-dreaming, movies and social gatherings. The Kerala Survey has made a study of the second order of preference as well. Here too among men students 'reading books' tops the list; 16 per cent for outdoor games and 12 per cent for indoor games. The corresponding details regarding women students are 20 per cent for working at home; 18 per cent for reading books, 12 per cent for hobbies; 10 per cent for indoor games; 9 per cent for outdoor games; 7 per

cent for music, drama, and 4 per cent for gossip, movies etc. (The above details are roughly the same even in the third order of preference).

In the Lucknow Survey we find that 51 per cent of the men students and 62 per cent of the women students indicated 'reading books' as their preference. Among men the next in order of preference came gossip (37 per cent); outdoor games (26 per cent); indoor games (25 per cent); movies, music, drama etc. (19 per cent); visiting friends (16 per cent); working at home (14 per cent); 12 per cent preferred to spend their leisure day-dreaming; 11 per cent had hobbies; and 7 per cent preferred to work part time; nearly 12 per cent had answered to the category "following aimlessly members of the opposite sex", the corresponding number in the case of Kerala Survey being 2 per cent. Among women candidates (according to the analysis) 32 per cent indicated preference to gossip; 26 per cent for hobbies; 22 per cent for working at home; 19 per cent visiting friends' house; 16 per cent mentioned "day-dreaming", 5 per cent (13) indicated preference for "following aimlessly members of the opposite sex". The lowest score is in the category of "working part-time"—2 per cent (5).

In the case of the Lucknow University Survey, students (apart from the items listed in the Questionnaire under this heading) mentioned preferences to listening to radio, *Bharatiya Vyayam*, playing with dogs; and one student even helped his father in his dental surgery.

### III. Sports

*Outdoor Games*: It was found that at the two universities more than 50 per cent of the students in the Survey were playing outdoor games,—59 per cent at Kerala and 50.30 per cent at Lucknow. At Kerala the percentage of professional students who took part in outdoor games was 76 and of non-professionals, 56. Each of these students played more than one game.

At both the universities badminton happened to be the most popular game. The distribution according to different types of games may be indicated as follows:

Kerala		Lucknow
810	Badminton	288
576	Football	166
250	Swimming	47
168	Hockey	135
158	Tennis	97
136	Cricket	137
105	Gymnasium	68
101	Volleyball	..
41	Basketball	..
232	Others Games : (Ring tennis, throw ball, running race, high jump etc.)	85

It may be seen from the above that 33 per cent of the Kerala students in the Survey and 30 per cent of the Lucknow University students played badminton; whereas 22 per cent and 10 per cent of the Kerala students played football and did swimming respectively, the corresponding figures for Lucknow were 17 per cent and 4 per cent.

At both the universities outdoor games were most popular among students in the Faculties of Science, Arts and Commerce (in the order of popularity). It is also found that a majority of the under-graduates and graduates took to these outdoor games. At the Kerala university 24 out of 28 students in the Faculty of Agriculture, nearly 75 per cent of the Engineering and Technology students, 72 per cent of the Law students and approximately 50 per cent of the students in the Faculties of Medicine and Oriental Studies played outdoor games. At the Lucknow University the percentages of those who took to outdoor games were: 60 of the under-graduates and 77.27 of the post-graduates in the Faculty of Commerce; 53.85 in the Faculty of Law; 54.51 in the Faculty of Medicine; 44.80 of under-graduates and 37.74 of the post-graduates in the Arts Faculty.

The reasons given by those (582 of Lucknow and 783 of Kerala) who did not participate in any outdoor games are revealing and may be classified as follows:—

Kerala	Reason	Lucknow
(43%)	335	No Time
(28%)	220	No Facilities
(27%)	210	Not Interested
(2%)	18	Other Reasons

It will be seen that 28 per cent at Kerala and 33 per cent at Lucknow did not take part in any outdoor games because there were no facilities. There were almost as many who were 'not interested'. One student gave the reason as "stringency of wealth".

An important question was whether, and if so, to what extent participation in sports affected the studies of students. 54 per cent of the Kerala students and approximately 60 per cent of the Lucknow students stated that such activities did not affect their studies. 40 per cent and approximately 35 per cent respectively felt that their studies were affected to some extent; while 5 per cent and 7 per cent (approximately) respectively were of the view that their studies were considerably affected.

Among those who played outdoor games, approximately 78 per cent of them in the Kerala Survey spent below Rs. 5 p.m. on sports; only 21 per cent spent Rs. 5 and more p.m. These students played expensive games like tennis. The Lucknow Survey reveals that 47 per cent of the students spent up to Rs. 7 p.m. on sports. The majority in this category were in the Faculties of Arts, Commerce and Medicine.

#### IV. Recreation

*Indoor Games:* An important aspect on which information was required was regarding participation in indoor games.

At both the universities, it was found that over 50 per cent of the students in the sample played indoor games. It is interesting to note that at both the universities carrom and cards were the most popular, the percentages being in Kerala 35 per cent and 34 per cent respectively and in Lucknow 54 per cent and 52 per cent being the corresponding figures. Table tennis and chess are the next in the order of preference, the corresponding figures being 15 per cent and 14 per cent at Kerala and approximately 26 per cent at Lucknow.

The above details have been incorporated in the following table:—

*Indoor Games Played*

University	Carrom	Cards	Table Tennis	Chess	Others
Kerala	1011	971	445	387	62
Lucknow	525	509	257	250	50

*Movies:* Seeing movies was an important source of recreation among students; nearly 70 per cent at Kerala and 87 per cent at Lucknow were in the habit of seeing 1 to 4 movies a month; 7 per cent (and 11.6 per cent at Lucknow) saw 5 to 8 movies a month; over 1 per cent (and 0.73 per cent at Lucknow) saw 9 or more than 9 movies.

An analysis of the type of movies preferred is interesting. While the Kerala University students preferred 'comedies' (26 per cent), at Lucknow nearly 22 per cent preferred 'tragedies' and movies with social themes. Next in order of preference came:—

Kerala	Lucknow
Social	Comedies
Tragedies	Musical
Musical	Historical
Historical	Religious
Religious	

At both the institutions the majority preferred Indian movies to foreign movies, the proportion being 2 : 1; perhaps the results of familiarity with the theme and knowledge of the language. Among those who preferred and saw foreign movies, 29 per cent at Kerala and 45 per cent at Lucknow stated the reason as 'desire to know

about Western civilization'. 27 per cent and 53 per cent respectively voted for technical superiority; 25 per cent and 30 per cent respectively for their educative value; 15 per cent and 37 per cent respectively for the originality of theme and story.

*Club Membership:* 46 per cent of the students in the Kerala Survey and 40 per cent (approximately) in the Lucknow Survey were members of either social organisations or clubs. From among these, the highest percentage in the Kerala Survey is found in the Faculties of Social Science and Law (5 out of 6 and 21 out of 29 respectively); there were 24 per cent of the Arts Faculty and 45 per cent of the Science Faculty. From among such students in the Lucknow Survey the highest percentage is found in the Faculty of Education (50 per cent), then come Arts and Law. The lowest percentage is in the Medical Faculty (15.97 per cent).

*Hobbies:* Hobbies too kept the students busy. There were 4,052 and 1,816 entries respectively in the Kerala and Lucknow Surveys, which indicates that on an average each student had more than one hobby. While gardening and agriculture was the most favoured hobby (26 per cent) among the Kerala students, music topped the list of preferences (21 per cent) among Lucknow university students. Next in order were:

Kerala	Lucknow
Music 20%	Photography 13%
Day-dreaming 11%	Poetry 12%
Stamp-collecting, Hiking and Tours 10% each	Gardening and Agriculture 11%
Painting and Poetry 7%	Day-dreaming 10.5%
Photography 5%	Painting, Hiking and Tours 8.5% each
Others 4%	Stamp collecting 5%
	Others 10.5%

(Almost the same percentage at both the universities has shown preference to 'day-dreaming' as a hobby).

As regards average monthly expenditure on recreation and hobbies, 40 per cent at Kerala and 58 per cent at Lucknow spent Rs. 5-10; 46 per cent at Kerala and 26 per cent at Lucknow spent Rs. 1-4. 7 per cent at Kerala and 1.9 per cent at Lucknow spent less than Re. 1 per month; whereas 8 per cent at Kerala and 15 per cent at Lucknow spent above Rs. 20 per month on hobbies.

## V. Social and Religious Activities

*Extra-Curricular Activities:* The extra-curricular activities most commonly preferred were, in their order; associations, debates and lectures, and dramas the first two changing places in the case of Lucknow. This shows that the students did mix together more often

and had thus an opportunity to know each other and exchange views and ideas. The details regarding the number of students who showed preferences or participated in these extra-curricular activities are as follows:—

University	Associations	Debates & Lectures	Drama	Concert	Recitation	Others
Kerala	915	696	530	109	236	135
Lucknow	289	291	262	64	126	52

From among those who did not participate in extra-curricular activities, while 28 and 165 respectively at Kerala and Lucknow were not interested, 246 and 128 respectively said that they had no facilities; 20 and 21 respectively said they had no time; and 47 and 63 respectively considered such participation as "waste of time". (It might be possible that some of the students who were not interested, were so because they considered such participation in extra-curricular activities as "waste of time"). It follows that as many as 45 per cent at Kerala and 41 per cent at Lucknow were not interested in participating in extra-curricular activities; and 40 per cent at Kerala and 32 per cent at Lucknow stated that they had no facilities. 591 students at Kerala and 74 students at Lucknow won prizes for their excellence in extra-curricular activities, details being:

University	Certificates	Books	Cups	Medals	Cash	Other Prizes
Kerala	205	149	83	61	..	93
Lucknow	21	16	14	18	4	1

*Creative Work:* Approximately 38 per cent of the Kerala students and 34 per cent of the Lucknow students showed preferences for engaging in creative works like, writing stories, articles and composing poems. 86 per cent of the stories attempted by the Kerala students were in their mother tongue and 2 per cent in Hindi, where as 65 per cent at Lucknow wrote in Hindi and 6 per cent in the mother tongue. Similarly the mother tongue predominated as the medium for writing articles and composing poems among the Kerala students, the respective percentages being 67 and 81. In the Lucknow University the majority wrote in Hindi, 45 per cent and 66 per cent respectively. 11 per cent at Kerala and 25 per cent at Lucknow wrote stories; 26 per cent and 47 per cent wrote articles, and 14 per cent and 23 per cent composed poems in English. From among the several items of creative work, story-writing was the most popular one. It is also interesting to note that 97 per cent of the Arts students and 86 per cent of the Science students in the Kerala Survey, and 50 per cent of the Arts students and 47 per cent of the Science students at Lucknow were engaged in the above various items of creative work 30 per cent of the students in the Kerala

Survey and 45 per cent of those in the Lucknow Survey published their literary work, details of which may be summarised as follows:

	Kerala	Lucknow
College Magazines	46%	71%
Literary Journals	18%	13%
Newspapers	12%	13%
Others	24%	3%

While replies to the question: "Do you pay visits to the families not related to you", were not complete or conclusive, students did express on the question of close acquaintance with the members of the opposite sex. 41 per cent of the Kerala students and 64 per cent of the Lucknow students had such close acquaintance. Among these 33 per cent and 34.6 per cent respectively had such acquaintance in the institution to which they belonged; 43 per cent and 35.6 per cent respectively in their home town/village; and 24 per cent and 29.8 per cent outside their home town.

*Faith and Ritual:* It is interesting to note that a very large majority of the students (89 per cent at Kerala and 72 per cent at Lucknow) believed in God and in His existence; 7 per cent and 10 per cent respectively were uncertain about the existence of God and the remaining did not believe in God. The undergraduates, by and large, believed in God; the disbelief or uncertainty as the case may be, appeared to be mostly among the graduates and postgraduates. Such disbelief or uncertainty was mostly marked among Arts and Science students.

While 56 per cent of the students in the Kerala Survey observed religious rituals regularly, the number at Lucknow who observed regularly and occasionally was about the same (40 per cent approximately); 15 per cent and 20 per cent respectively observed rituals frequently. While in the Kerala Survey there were a few who answered to the category "never observed" in all the Faculties surveyed, at Lucknow the students in the Faculties of Education and Medicine and Ph.D. students of Arts and Science did not come under this category. Although these latter students may not have believed in God, nevertheless they observed (frequently, regularly or occasionally) some sort of religious ritual. The different religions represented were in the following order; Kerala: Hindus, Christians, Muslims and Jews; Lucknow: Hindus, Muslims, Christians and Sikhs.

## VI. Means of Support

Important source material is available on the question as to who financed the students during their stay at the institutions. In the main the finance was made available by the parents, by the father and I or in his absence by the mother; 64 per cent of the students at Kerala and 54 per cent of the students at Lucknow were so financed.

In some cases this was supplemented by other sources as well. 1 per cent at Lucknow and 2 per cent at Kerala were financed by the institutions of study; 5 per cent at Kerala and 12 per cent at Lucknow were, in the main, financed by themselves. The number in the last category were 108 and 94 respectively. The financial help from relatives has been calculated at 18 per cent in the Kerala Survey and 10 per cent in the Lucknow Survey.

The other main sources of finance for studies were: scholarships, fee concessions and part-time work. 5 per cent of the students at Kerala and 8 per cent at Lucknow were in receipt of scholarships. 18 per cent at Kerala and 17 per cent at Lucknow were having fee concessions. 2 per cent at Kerala and nearly 12 per cent at Lucknow were engaged in part-time work like tuition, service, agriculture, teaching, business, handicrafts and art works. The main items of work taken up by the Lucknow students were tuition and service, whereas nearly 20 per cent of those who had part-time work at Kerala were so employed in agriculture; and nearly 30 per cent in teaching.

The details regarding scholarships were:

Kerala	Lucknow
Those receiving scholarships :	
5%	8%
34%	Out of whom
30%	Central Govt. Scholarships 16%
3%	State Govt. Scholarships 35%
33%	University Scholarships 17%
	Institution Scholarships 32%

Comparatively, the percentage of students in receipt of scholarships at the Kerala University was very small; not even one among the few who held scholarships were found in the Faculties of Ayurvedic Medicine, Veterinary Science and Social Studies. A good few were in the Faculties of Arts and Science; 24.5 per cent and 37.7 per cent at Kerala; and 43.9 per cent and 23.1 per cent in Lucknow respectively.

From among those who were in receipt of fee concessions, the majority of them at Kerala were in receipt of half-fee concessions. At Lucknow about 50 per cent of this category were in receipt of half-fee concessions. These concessions were applicable to all the faculties at both the universities except that of 'Social Studies' at Kerala. The students of the Faculties of Arts and Science had the major share of these awards.

As regards part-time work, while the students in the Faculties of Arts, Science, Commerce and Law at both the universities were able to find and engage in some type of work, there are no statistical

returns regarding such work undertaken by the students of the Faculty of Education at the Lucknow University. The students of Education would probably be in a better position to take up part-time teaching jobs. That they (including students in the Faculties of Medicine, Oriental Studies, Ayurvedic Medicine, Veterinary Science and Social Studies) did not do so would mean either (1) they had no free time from their studies, or (2) were comparatively well-placed regarding finance, or (3) could not find suitable work, or (4) found the scholarships and fee concessions supplemented by other sources sufficient to carry on their studies. However, from the returns it appears that the other faculty students found it possible (and perhaps necessary) to obtain part-time work to finance their studies.

Conclusive details are not available on the habit of borrowing essentials of studies and the amount of indebtedness. This is probably because of the personal nature of the questions. The answers have, therefore, not been statistically analysed by the two universities in their reports. A study of the completed Questionnaires, however, reveals the fact that the majority of the students were not in the habit of borrowing on credit. Those who said 'yes', did not mention the amount of indebtedness, and where they did, it ranged from 6 annas to Rs. 35 or Rs. 40. Those few who borrowed did so from their friends mostly. From a random check up with the completed Questionnaires it was found that while at Lucknow such few cases related mostly to men students, at Kerala such cases applied to women students as well, who in one case even mentioned as much as Rs. 50.

It might be of interest to refer to some details found in the Meerut survey in this context. It was found that among self-supporting and partly self-supporting students 24 per cent had indebtedness up to Rs. 25; 23 per cent up to Rs. 50; 26 per cent up to Rs. 100 and 15 per cent above Rs. 100.

## VII. Housing and Furniture (Day-Scholars)

The information was collected from the day-scholars, those who stayed with their parents, relatives or in messes not recognised by the university authorities. 70 per cent of the students in the Kerala Survey and 62 per cent at Lucknow were such day-scholars. 71 per cent of the day-scholars at Kerala and 62 per cent of the students at Lucknow had separate rooms for their studies. (In the Kerala Survey it is found that 82 per cent of the students staying with their parents or relatives gave the type of buildings in which they resided as *Pucca*).

The remaining percentage shared their rooms with one, two or three or often as many as eight persons. From among those who were sharing room, on an average 35 per cent of the students at Lucknow and at Kerala had one room-mate; about 30 per cent, two room-mates; nearly 4 per cent at Kerala and 6 per cent at Lucknow shared room with as many as eight persons. In the case of Lucknow such over-crowding was found among Arts (7.80 per cent) and

Commerce (5 per cent) Faculty students, though 6·67 per cent of the Law students fast competed with this situation having as many as seven room-mates. These students were undergraduates, though at the postgraduate level, in Arts and Science, for instance, 9·09 per cent and 5·88 per cent respectively shared rooms with six persons. At Kerala the maximum number with whom the postgraduates shared their rooms was five, there being one such instance each in the Faculties of Arts and Science. At this university those who shared room with eight or more than eight persons were mainly the graduate and undergraduate students in the Faculties of Arts, Science, Education and Oriental Studies. Taking the Faculties as a whole the average number of 'co-sharers' at both the universities would be three per room.

Regarding the other amenities at their residences, 20 per cent at Kerala and 27 per cent at Lucknow had radios; 3 per cent and 9 per cent respectively had telephones. Apart from those covering the distance between home to college on foot, the most common forms of conveyance at the two universities were cycle and public transport. 2 per cent used the family car.

An important question which the day-scholars were asked to answer was whether the atmosphere in the college hostels was more conducive to studies. It is interesting to note that as many as 50 per cent of the students at Kerala and 31 per cent at Lucknow did not express any opinion on this question. It is quite likely that all along they lived with the other family members and had no experience of hostel life to enable them to comment. Approximately 33 per cent at Lucknow and 25 per cent at Kerala stated that hostels were conducive to studies.

### VIII. Hostellers

30 per cent of the students at Kerala and 38 per cent at Lucknow resided in hostels. At both the universities a majority of such students were living in hostels for the past three years; thus on an average, 22 per cent between 2 to 3 years and 20 per cent between 3 to 4 years at Kerala; and 30·56 per cent between 3 to 4 years at Lucknow.

18 per cent of the students at hostels in Kerala had single rooms (the comparative figures for Lucknow are not available). It is however stated in the body of the Lucknow Report that some of the senior students had separate rooms. Details, however, are available regarding the number of persons sharing rooms in the hostels. At times there were as many as five persons with whom the room was shared. At Kerala nearly 24 per cent shared with two; 19 per cent with three; 8 per cent with six or more. At Lucknow, nearly 40 per cent shared with two; about 11 per cent with three; 18 per cent with four and 5 per cent with five students.

It is found from the available statistics that the post-graduate and doctorate students usually shared their rooms with not more than two other students. In three cases at Kerala, however, they were sharing rooms with three others.

The facilities available at the hostels included the use of the common room equipped with journals, newspapers, periodicals and with provision for indoor games. The main details may be summarised as follows:—

*Amenities in the Hostels*

University	Students having Common Room	Provided with Journals	No. of Students having Electric Fans	Having Chairs and Tables
Kerala	493	518	17	600
Lucknow	358	334	156	37

In other words, the position was that 78 per cent at Kerala and 83 per cent at Lucknow of the hostel students had a common room in their hostels intended for meetings, debates and similar activities including prayer. 82 per cent of the hostel students at Kerala and 78 per cent at Lucknow were provided with journals, magazines and the like. 3 per cent of such students at Kerala and 36 per cent at Lucknow had electric fans. 95 per cent at Kerala and 88 per cent at Lucknow had separate tables and chairs for their studies.

Students stated that the general sanitation was satisfactory. An analysis has been made in this connection in the Kerala Survey, where 54 per cent stated as 'satisfactory'; 40 per cent as 'tolerable' and 6 per cent as 'bad'. There were common bath rooms and common lavatories in the hostels. The hostels were within reasonable distances from the institutions of study, usually well within a mile.

The students were asked whether they thought that the general atmosphere in the hostel was congenial to studies. It is interesting to note that as many as 80 per cent of the students at Kerala and 63 per cent (approximately) at Lucknow said the atmosphere was congenial (or 'almost congenial') to studies. Those who said they were not congenial (or 'almost not congenial') were 10 per cent and 20 per cent respectively. 10 per cent at Kerala and about 17 per cent at Lucknow had no comments on this question.

It is possible that having lived in and enjoyed the facilities in the hostel, students were more inclined to appreciate the benefits, much more than those who lived with parents or relatives and had had no experience of hostel life. That much still remains to be done to make hostel life satisfying is underlined by the percentage of students answering 'not congenial' and of those who had no comments to make in this regard. In these two latter categories there were, at both the universities, postgraduate students as well. That must have been particularly because of the disturbing factors which they and other hostel residents reported. 102 hostel students at Kerala

and 85 at Lucknow reported about the disturbing factors. The position may be indicated as follows:—

Reported Disturbing Factors	Kerala	Lucknow
Gossip	24%	8%
Shouting and other Noises (Radio).	16%	23%
Overcrowding	13%	..
Poor Living Conditions.	8%	..
Disturbance of other Inmates	7%	5%
Poor Food	6%	..
Poor Sanitary Conditions	4%	..
Indiscipline of inmates	3%	..
Games and Friends	..	8%
Other Reasons	19%	47%

[Other factors mentioned by Lucknow students were electricity fuse (5 per cent), and warden's behaviour (4 per cent).]

## IX. Study, Examinations, Career

The last examination passed by the majority of the students was either the matriculation, Intermediate or pre-university; next in order come those who passed B.A. or B.Sc. examinations; a small percentage who passed M.A. or M.Sc. degree and Oriental Studies. At Lucknow most of the students who came to the university obtained a second or third division, in their previous examinations. Details of class obtained by the students at Kerala were not available.

*Careers Sought:* Interesting information is available regarding the careers which the students had in mind. 87 per cent of the students in the Kerala Survey and 66 per cent at Lucknow completed the column pertaining to 'Careers' in the Questionnaire and stated their preferences. At both the universities the first preference was for government (Central and State) service; then came the teaching professions; third in order came the medical profession. Others were: own business, the legal profession, nursing and private service. 78 per cent at Kerala and 56 per cent at Lucknow preferred government service.

The first preferences which are important may be tabulated as follows:

Careers	Kerala	Lucknow
Government Service	78%	56%
Teaching	41%	21%
Medical Profession	9%	7%
Own Business	2%	4%

Most of the students needed a secure job as indicated in their preference for government service. It is heartening, however, to note that the 'teaching profession' was the second in order, its position being almost steady in the second and third preferences as well. Here again, at Kerala 24 per cent wished to be college or university teachers and 17 per cent school teachers; the corresponding figures for Lucknow were: 19 per cent and 2 per cent approximately. In their second preferences students at both the universities preferred the teaching professions, the proportion wishing to be school teachers also being on the increase. More students wished to get into private service. The medical profession was better preferred at Lucknow and was so among the men students at Kerala.\*

In the Kerala Survey a further detailed analysis has been made in respect of men and women students which may be represented as follows:

**C a r e e r s**

	Govt. Service		College Teachers		School Teachers	
	M	W	M	W	M	W
1st Preference	.	58%	45%	13%	23%	10%
2nd Preference	.	17%	20%	37%	31%	13%
Medical Profession						
	M	W	M	W	M	W
1st Preference	.	6%	9%	..	5%	..
2nd Preference	.	7%	5%	..	7%	..
Housewife						
	M	W	M	W	M	W
1st Preference	.	..	..	..	..	..
2nd Preference	.	..	..	..	..	..
Nursing						
	M	W	M	W	M	W
1st Preference	.	..	..	..	..	..
2nd Preference	.	..	..	..	..	..

M=men students; W=women students

\*A comparative American report may be of interest.

The difference between a college 'freshman' and a 'senior' appears to be more than a four-year span of time. This is documented in "The Class of 1959", a study published by the Office of the Student Placement of Harvard University. A comparison of "what the class of 1959 thought it would major in as freshmen and what it actually majored in" showed:

Of the freshmen, four years ago, 31 per cent thought they would choose the humanities; 29 per cent actually did.

The natural sciences were picked by 50 per cent of the freshmen; only 28 per cent stuck to their goal.

The social sciences started as the pick of 19 per cent and wound up with 43 per cent four years later.

Science may have proved too tough a fare for many.

(BY COURTESY THE NEW YORK TIMES, AUGUST 30, 1959)

**Examinations:** The students, in general, were critical of the present system of examinations. A majority of them were of the opinion that the present system should be discontinued. At Kerala approximately 93 per cent of the students in the sample were in favour of such discontinuance. Both at Kerala and Lucknow more than 50 per cent were of the opinion that examinations were not a sure test of one's ability. The next most popular reason was that chances play heavily in the present system. The above opinion was expressed by all categories of students.

**Attendance:** 136 at Kerala (6 per cent) and 136 at Lucknow (14 per cent) gave reasons for not attending classes regularly. 53 per cent of these at Kerala and 33 per cent at Lucknow stated that lectures were dull; 20 per cent and 17 per cent respectively found lectures not useful; 10 per cent and 20 per cent respectively attended classes irregularly because they were busy elsewhere. 7 per cent and 14 per cent respectively mentioned indiscipline in class as the reason for irregular attendance. Irregular attendance due to these factors was evident only in the case of undergraduate and graduate students at Kerala and covers post-graduate students as well in Lucknow, where there were 16 such cases. At Kerala, it is interesting to note, six students in the Faculty of Engineering and Technology reported that lectures were dull. Five students of the Medical Faculty at Kerala and 9 at Lucknow had the same complaint.

Even if compulsion about minimum lectures be removed, nearly 10 per cent of students at Kerala and 8 per cent at Lucknow did not feel like attending lectures regularly. 68 per cent of such students at Kerala and 54 per cent at Lucknow were of the opinion that the lectures were dull; 20 per cent and 19 per cent respectively felt that such lectures were not useful for examination purposes. This shows that students were willing to attend only such lectures as had a direct bearing on the examinations and nothing beyond that limited sphere. The majority of the students (more than 80 per cent) who were in favour of attending classes regularly did so for more than one reason, which may be summarised as follows:—

#### *Reasons in Favour of Attending*

University	Lectures Useful	Interesting	Informa- tive	Other Reasons
Kerala	47%	23%	28%	2%
Lucknow	39%	27%	29%	5%

## X. Social Mobility

Parents of 60 per cent of the students in the Kerala Survey belonged to rural areas, whereas parents of 60 per cent of the students in the Lucknow Survey belonged to urban areas. At Lucknow we find a definite mobility from rural to urban areas. For example, whereas grandfathers of 47.26 per cent of the undergraduates and 36.75 per cent of the post-graduates in the Arts Faculty belonged to the rural areas and 52.36 per cent and 63.21 per cent respectively to the urban areas; the relevant percentages in the case of fathers were: 33.66 per cent and 24 per cent; and 66.66 per cent and 75.60 per cent. The same trend is noticeable in the Faculties of Commerce, Law and Medicine. Only in the Faculty of Education do we notice an appreciable increase of numbers (fathers of under-graduates) belonging to rural areas. But the fathers of post-graduate students, however, had changed over to the urban areas.

The changes are not so very appreciable, although they are there, in the case of the Kerala Survey.

The Kerala Survey has also made an analysis of percentages of students having their fathers and grandfathers in the various occupations which throws interesting light on occupational mobility. 69 per cent of the students had their grandfathers in the agricultural group of occupations, and only 44 per cent of them had their fathers in that group. 19 per cent of the students had their fathers in government service; only 8 per cent had their grandfathers in government service. Correspondingly, fathers of 31.79 per cent of the students at Lucknow were in government service.

With the various occupations being represented as above it follows that in recent years an increasing proportion of university students have come from families in which they are the first generation to receive university education.

## XI. Nutrition

No statistical analysis of the answers under this heading particularly regarding consumption of food articles, has been made in the two surveys. In this connection the Kerala Report says.

"It was observed that the number of students answering the questions in the schedule varied widely with the nature of the questions. Especially a good majority of the students have not given the details in question XI(2) on Nutrition. In fact, it is difficult to get correct answers to these details from the students. No table has, therefore, been formed on the nutritional aspect of the students' daily consumption of food."

These general remarks also apply to the Lucknow Survey which says: "Students in general appear indifferent to their nutrition".

A look at the answers to the Questionnaire has revealed that on the whole students did not seriously answer this part. Some had "no idea at all"; some said they "cannot specify". There are, however, some exceptions. At the S.N. College for Women, Quilon (Kerala) for instance, all the students have answered the questions from which we find that some milk, and meat and fish, or wheat and rice formed the normal food. Others had, in addition, butter, eggs and the like. With the exception of one, they were all non-vegetarians. It would be worthwhile to obtain complete and comprehensive information on this very important aspect of student life.

*Use of Tobacco and Alcohol:* 24 per cent of the students in the Kerala Survey and 21 per cent of the students in the Lucknow Survey used tobacco in one form or the other. 19 per cent at Kerala and 15 per cent at Lucknow were in the habit of smoking cigarettes. The remaining either chewed tobacco, or smoked a pipe or cigar or used tobacco in other ways.

4 per cent of the students at both the universities drank alcohol, with the difference that while at Kerala most of them drank occasionally, at Lucknow most of them took it regularly.

## XII. Health

The statistics regarding disability and illness among students, although not alarming, make no happy reading. 2 per cent of the students in the Kerala Survey and about 3 per cent of the students at Lucknow had certain disabilities. Short-sightedness was a major disability. 35 per cent of such students had this disability at Kerala and 67 per cent at Lucknow: 6 per cent of such students at Kerala and 12 per cent at Lucknow were partially or otherwise deaf. In the Kerala Survey the next major disability related to other eye defects, filaria and defect of leg, rheumatism and the like. In the Kerala Survey the other important disabilities were stammering, paralysis and polio.

From the available statistics it is found 32 per cent of the students in the Kerala Survey and 28 per cent (approximately) at Lucknow absented themselves from college due to illness. Of these over 23 per cent at Kerala and over 14 per cent at Lucknow were ill for less than 10 days. 1 per cent at Kerala and 3 per cent (approximately) at Lucknow were ill for over a month.

## XIII. Clothing

The data on *clothing* has not been statistically analysed in either of the surveys. From a check with the answers to the Questionnaire it is found that the students (men and women) have on the average a minimum 'wardrobe', details of which are in some cases available, and not available in many cases. Men students have mentioned pants and trousers, *dhoti*, *kurta*, *pajamas* and the like; whereas women students have mentioned mostly a few sets of *sarees* and blouses.

#### **XIV. Expenditure**

Among the Kerala students, the average annual expenditure was as follows:

	Rs.
Books	41
Clothes	64
Annual Charges of the College	23
Other Items	30

At Lucknow most of the students mentioned having spent Rs. 120 on each of the above items. In the case of the recurring items most of them spent Rs. 19 per month. At Kerala this came to approximately Rs. 40 on an average and included tuition and other college dues and expenditure on lodging.

#### **XV. Opinion Survey**

On the question whether college students should take part in politics, opinion was rather divided. More than 50 per cent of the students at both the universities were not in favour of such participation. Among the reasons given by those who were in favour 41 per cent at Kerala and 16 per cent at Lucknow mentioned: "India needs experienced politicians"; 22 per cent at Kerala and 27 per cent at Lucknow stated "The child is the father of man"; 5 per cent at Kerala and 41 per cent at Lucknow mentioned the desire "to have recognition among students".

At both the universities, generally, students were in favour of co-education, men students being in a majority holding that view.

The Lucknow Survey has not analysed the opinion of students regarding student indiscipline. The Kerala Survey has gone into this question in some detail. The most important cause of indiscipline mentioned by the students (43 per cent) was the "lack of personal relationship between teacher and students". Next came: "the influence of political parties and outside elements" and "non-availability of opportunities for spending extra-time and energy". Nearly 6 per cent stated that students consider themselves to be "a privileged class".

## IV OBSERVATIONS AND CONCLUSIONS

From the analysis that has preceded, the reader will get a picture of the present state of affairs regarding the living conditions of university students at Kerala and Lucknow. It would not perhaps be possible to generalise on the basis of this information and arrive at conclusions which would be applicable to all the university students in India. But the mere fact that two universities, one in the north and one in the extreme south, have reported would provide more or less general data giving an indication of the present and the possibilities of future development in the student community. In what follows an attempt is made to review briefly the salient points implied in the preceding analysis.

### Sports and Recreation

In these two Pilot Surveys we find that for outdoor games particularly most of the students have stated either that there are no facilities or that they have no time. It is interesting to note that mostly the undergraduates have stated that they have no time. Particularly, a majority of Arts undergraduates (at the Lucknow University) say they have no facilities (One student gave the reason as "stringency of wealth"). At the same time they point out how they spend their leisure hours, if any, in engaging themselves in various diversions. "Non-availability of opportunities for spending extra time and energy" is stated by students as one of the important causes of indiscipline among them.

It is, however, borne out that the volume of work leaves very little spare time for the students. It is further seen from the Survey that Arts students, more than others, have comparatively more free time at their disposal. For instance, at the Lucknow University as against 22 undergraduate men students and 5 women students in the Arts Faculty, there were only 5 Commerce, 15 Law, 2 Medical and 10 Science men students who had free time to take up some part-time work. Similarly, for the other activities, the Arts students (men and women) have had a comparatively more free time. Science courses, therefore, leave the students less time than those in Arts for extracurricular activities.\*

But, it cannot be gainsaid time should be made available and, if necessary, by a reduction, in some courses, in the time occupied, by formal teaching. This need not necessarily involve a lowering of standards. To those who equate the standard reached by the student with the volume of knowledge which he has acquired, this view may appear paradoxical. But educationists believe that some subjects could be presented "in a manner which would do more to develop the student's capacity to think if the volume of factual information were reduced and more emphasis placed on the implications of what is being studied". The time so saved could be well spent so that the student would come out better prepared for life in other and more important ways.

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\*This state of affairs has also been noticed in English universities.

With the extra free time so available we should not be left open to the objection that the students (at least, some students) will not know how to use it and will fritter it away on trivialities. The first step, therefore, is to provide the necessary facilities, the minimum opportunities for sports and recreation. When the facilities are available students naturally will take to one or the other of the sports as and when they find some spare time.

The value of these activities, namely, sports and recreation, for character-building is obvious. "Owing to various reasons and circumstances the practice of games and sports has not been popular in our country", and by and large students "have been denied adequate opportunities for play". In the promotion of games and sports the first step is the provision of playing fields. This provision, as the Union Education Minister pointed out,\* should receive the highest priority, and must get a large share of the funds available for games and sports. This matter was discussed in detail at the State Education Ministers' Conference held in August 1959 which recommended that playing fields associations should be constituted in each State on which educational institutions, municipal and other local bodies, the P.W.D. and the town planning authorities should be represented. The purpose of these associations should be to help protect and conserve the existing resources in playgrounds and to find out, earmark and recommend the allocation of fresh land for them.

Among the several sports, there is an uneven distribution of students taking part in them. While tennis could be a comparatively costly game and thus get restricted to those who can afford the extra expenditure, it is necessary to find funds for the provision of greater and wider facilities for playing the other games. Particularly, participation in gymnasium and swimming needs to be encouraged. Very few, if at all, of the women students appear to have taken to swimming. They need encouragement and suitable facilities in this regard. This should be possible by earmarking a substantial portion of 'sports fees' collected from the students supplemented by grants for the purpose.

Among the indoor games, active games like table tennis should be encouraged so that more students take part, and more should participate in chess. The data available from the two Pilot Surveys, important though it be, needs to be supplemented by a detailed study of the available facilities. The answers to the Questionnaire in this regard are not very conclusive: some students say there are facilities and about the same institution some students say there are no facilities. It would, perhaps, be worthwhile to obtain the relevant data from the institutions direct together with details regarding the programmes and schemes they have initiated or implemented during these years in the field of outdoor games, physical education and the like.

The outdoor and indoor games should be conducted on an organised basis, with regular times set apart for the purpose; if necessary, stipulating separate timings for women students. Students should be induced and given greater encouragement to

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\*Address at the State Education Ministers' Conference, New Delhi, August 8, 1959.

participate in these sports. Frequent contests and competitions would be of great help. Scholarships or fellowships for needy students who are good at sports as also special coaching for those who show promise are some of the ways in which further encouragement can be given. And more and more of our women students should take part in outdoor and indoor games. There should also be greater publicity among the students and general public for their excellence in games and sports and also for the activities undertaken in this field by the progressive countries of the West.

### Recreation and Hobbies

Apart from the indoor games to which reference has been made above, seeing movies has been one of the very popular items of recreation. Only 46 per cent at Kerala and 40 per cent at Lucknow are either members of social organisations or clubs. The social atmosphere of a healthy organisation or club does much to educate an individual to bring out his capacities for mixing with others, for leadership and organisation. Greater numbers should be encouraged to join such clubs and organisations. Such organisations also provide opportunities for mutual enlightenment through exchange of ideas. Such small clubs can be formed in each Faculty or sub-Faculty. The choice of members on the Committee by rotation will also train them in the elements of democratic government.

It is high time our youth stopped indulging in 'day-dreaming' as a hobby. 11 per cent at Kerala and 10.5 per cent at Lucknow indulged in it. Instead they should be encouraged to engage themselves in hiking and tours, gardening and agriculture. While tours would be educative, engaging in gardening and agriculture may help in improving the economic situation of the students by providing them with an additional income, though little.

### Social and Religious Activities

It is of interest to note that debates, dramas and associations are popular among the students at both the universities. Concerts and recitations need to be developed. It would be worthwhile to organise college symphonies by mobilising the available talent in the colleges. It is a pointer to the present state of affairs when we notice that 45 per cent of the students at Kerala and 41 per cent at Lucknow were not interested in participating in extra-curricular activities. 40 per cent at Kerala and 32 per cent at Lucknow stated that they had no facilities.

One way of providing the facilities would be to form, and where they exist, to strengthen the University students' unions. Such unions would help to encourage creative work among students by arranging, among others, exhibitions of paintings and works of art, holding music, drama and poetry competitions, debates and concerts. The union magazine could be an authoritative vehicle of student opinion, activities and hopes and ambitions. The editing and arranging for the printing of the college magazines would provide valuable experience in Journalism. The universities having courses in Journalism should cooperate in this regard. Those universities which do not have such courses should be willing and able

to send out batches of students at convenient intervals to obtain some training at institutions where such courses are available.

Moral and spiritual values have an important place in life and among the students they need to be inculcated. Mere belief in God or observance of ritual would not suffice. In their day-to-day dealings with their friends, relatives and in their relations with members of society the belief of students in these values should be reflected. Prayer meetings in the common hall would make for mutual understanding and toleration and a spirit of give and take. The significance of religious instruction is worthy of examination in more detail. The relationship between the material and the spiritual values of life has a bearing on education and on the art of living. There is need for sufficient sensitiveness on the question of moral and spiritual values in our personal and social life. "It is the business of education to help people to move from the concept of merely 'possessive happiness' towards the idea of 'creative happiness', where men strive for satisfaction through the pursuit of art and science, through social services, through healthy human relationships and at a higher level through identification with causes which are greater than the self".\*

### Aid to Students

From the two Pilot Surveys, it is clear that more students needs to be aided from public funds or from scholastic endowments. Ours is the "problem of discovering and exploiting talent and arresting of its wastage through an intelligently planned system of scholarships" and similar aids. The present analysis has revealed that on an average 5 per cent at Kerala and 8 per cent at Lucknow were in receipt of scholarships either from the Central or State governments, Universities or institutions. 18 per cent at Kerala and 17 per cent at Lucknow were in receipt of the fee concessions (full or half). In Britain, on the other hand, over 70 per cent of students are now being aided from such sources with a view to ensuring that "no able candidate shall be debarred from a university education for lack of means". This has also certainly intensified the competition for scholarships offered by the colleges. An extract in this connection is at Appendix (iv).

The economic difficulties (which have become clear from this analysis) which the students face are linked up with the economic situation of the community as a whole. A general improvement in the latter will improve the conditions in institutions of higher learning. Still every attempt will have to be made to effect improvements as far as possible although it will certainly not be possible for our country to grant public assistance on such a scale as in Great Britain.

Our students can and should be encouraged to maintain themselves at least partly. In Great Britain many students work during their spare time as newspaper distributors, run errands, work in vegetable shops, as waiters and act even as baby-sitters. No honest work is beneath their dignity. We find from the two Pilot Surveys

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\*Shri K. G. Saiyidain (Secretary, Ministry of Education) in a radio talk, All-India Radio, August, 1959.

that at the University of Lucknow, about 12 per cent of the students were able to support themselves by part-time work, which consisted mainly of tuition and service. At the Kerala University only 2 per cent were engaged in part-time work which included, tuition, and service, and work in agriculture, business, handicrafts and art works. The Calcutta survey revealed that 14.6 per cent of the students took up whole-time jobs, and 11.3 per cent. part-time job, to supplement their incomes. In the same survey nearly 30 per cent of the students were in such position that they were ready to give up studies for a suitable job.

More and more of our students should explore the possibilities of honest work to supplement their meagre income. They could also get employment in improving the amenities in schools and colleges and by associating themselves with various types of projects for the betterment of the community and with adult education work. This would induce in them a sense of their obligation to society. They could arrange, with their own talents, dramatic and music performances, painting exhibitions, if need be, more one-man shows in this field, in order to raise funds. One can see students and professional painters jostling for recognition in the Hampstead (London) open-air (painting) exhibition.

Many new avenues of part-time employment can successfully be tapped for the students with the co-operation of guardians, teachers and college authorities. Some sort of a cooperative venture would be welcome. A society may be formed to suggest the names of students to the college authorities for appointment as part-time teachers (to teach junior classes or to take tutorial classes), and assistant librarians, library peons, laboratory demonstrators, and laboratory peons, office clerks and watchmen. These students may work for a few hours per day and be paid remuneration according to the quality of their work. The society may help to secure part-time work in business houses and workshops and to run the college cafeteries in which students may work as cashiers, managers, cooks and bearers. It may help to run a stationery shop or a book-shop for the students and persuade rich students to donate their books to the society after finishing their studies, for lending them to the needy members of the society.\*

All this work will have to be done only in spare time, the availability of which varies in its duration from student to student and faculty to faculty.

The part-time jobs of the type mentioned above may be undertaken, in the main, both by men and women students. But there may be, in the case of women students, difficulties like social prejudices and a conservative outlook. In the Aligarh survey it was found that not a single girl was earning while studying because in Aligarh the avenues of employment open for girls seeking part-time employment were almost closed. But the difficulties have to be overcome and special measures have to be taken to enlist the cooperation of the other men students and of the community for providing the necessary facilities and social sanction.

\*The suggestion regarding the co-operative society has been made in the Aligarh Survey.

The economic difficulties of the students can also be partly relieved by the inculcation of wholesome habits to the students. It is seen in the two Surveys that 19 per cent of the students of Kerala and 15 per cent at Lucknow were in the habit of smoking cigarettes and bidis, 4 per cent of the students of these two universities drank alcohol. It would be relevant for students to consider whether it would not be worth while to save their money to meet the expenditure on college education first; or at least to provide them with some nutritious food. Parental advice and care and a greater sense of responsibility alone could be of help in the matter.

Very intimately connected with this is the need for more comprehensive college medical service. The statistics regarding student disabilities and illness at the two universities make in no way a happy reading and leaves no room for complacency.

### Halls of Residence

It is a fact that many new students are handicapped by a limited background and consequently are unable to get full advantage of their university life. The environment which the university life offers to the students outside their formal course is of great importance. In addition to the answers to the Questionnaire, which we have been able to get from the university students of Kerala and Lucknow, we need to make a study of the educational role of the halls of residence. In England a sub-committee appointed under the Chairmanship of Prof. W. R. Niblett in January, 1956 considered this question. Its terms of reference were:

"To consider and report on the nature and importance of the role which should be played by halls of residence in the education of university students, and its relationship to that of other forms of student organisation; the manner in which halls of residence should be administered and staffed in order to carry out this role; and the arrangements within universities for formulating policy on these matters and for supervising its execution".

Prof. Niblett made also a study of the living conditions of university students in the U.S.A. The report submitted by this Committee emphasized the fact that for most students "there is no satisfactory substitute for a properly conducted hall of residence, if they are to participate fully in the education of the student by the student which is one of the most important parts of university education".

The U.K. University Grants Committee in their report '*University Development 1952-57*' have stated clearly\* that if full benefit is to be obtained from a university education, it is often desirable and even necessary for some students that they should live away from homes. "Otherwise there is a risk that they will develop a daily routine which takes them home as soon as their hours of formal teaching are over, so that their social life at the university is confined to a hurried luncheon in a crowded refectory. Students who are the first of their families to reach a university may arrive there with little conception of what a university life has to offer outside

\* HM SO. London 1958, page 25.

its formal curriculum, unless there is a sharp break with home life which compels them to look to the universities for their new social contacts and new leisure time occupations to replace those which they have left behind. We, therefore, welcome the progressive reduction in the number of students who live at home during the university term".

This should also be our objective in India. At present only a little above 30 per cent of the students at the two universities live in college hostels. No doubt, with the present level of intake, it would require a large increase in the number of residential places. It may take some years to achieve this objective but it is one which should be pursued vigorously.

In the mean time, we must continue to encourage the provision of other means to enable students who live in lodgings or at home to obtain as far as possible the educational benefits which can only be fully realised by residence.

With the acute shortage of suitable private accommodation/lodgings near the university area, students have to make do with inferior lodgings at a distance from the university where the family radio may leave them nowhere to work except a shared bedroom. This appears to be the case with our university students as can be deduced from their answers to the Questionnaire. At the private lodgings or at home the study room, if any, is shared by, in some cases, as many as seven or eight other members. The over-crowding is noticeable at the hostels too, which cannot take any more. Even the conditions in the hostels have not been reported to be ideal. The noise factor is there: indiscipline is there: as also 'poor living conditions'.

Even in the Aligarh survey it was found that meals generally served in college hostels and local *dhabas* were of inferior quality and were prepared under the most unhygienic conditions, as would affect the health of the students. Those who did their own cooking could not obviously either have wholesome food or devote sufficient attention to studies. And at private lodgings and in the generality of homes very high hygienic standards and nutritious food as also conditions for undisturbed study could not be expected. To a certain extent this has been underlined by the incidence of illness and ill-health among the students, particularly at Kerala and Lucknow.\*

In England, various methods have been adopted or canvassed for minimising the shortcomings of lodgings aimed at making the student "independent of his lodgings except as a dormitory". The college union may mean much to the sociable and extrovert type of students; not so suited to those who need privacy and silence; and the larger the student body becomes, the higher is likely to be the proportion of its members who take no active part in the life of the union.

\*It would have provided interesting material if the Kerala and Lucknow Survey authorities had tabulated and statistically analysed the data regarding the nutrition of students. The Lucknow Survey says "students in general appear indifferent to their nutrition".

Some of the other measures would be keeping the library open till late in the evening; provision in the university refectory for evening meals; admission of non-resident students to dining rights in the halls of residence; establishment of non-residential halls or 'student houses' somewhat on the lines of "day student homes", providing reading room facilities and adequate bath and canteen arrangements for students who come from very indigent homes.\*

The hall of residence sub-committee (mentioned earlier), however, came to the conclusion that the above and other alternatives were not more than a second best and that two years' residence in hall is desirable for most students.

### Reading Habits

The data regarding the textbooks and use of the library have not been statistically analysed in the two Surveys. The replies of the students are not very clear. While a random check of the Questionnaire shows that quite a few found the textbooks in their possession not adequate and supplemented them by borrowing and from library, they did not, in all cases, state as to how they used the *library facilities*. There were also cases where the students would rather go without the books which are not with them and cases where they have been members of two or more libraries drawing as many as five books. At the S. N. College for Women, Quilon (Kerala), students were invariably members of the library, borrowing an average two books, or in other cases, while being members of a library, the students still borrowed the needed books from friends. It would be interesting to study the library habits of students in various Faculties and make a detailed analysis of the data so obtained.

Literacy needs to be reinforced with the help of interesting reading material, placed within the easy reach of students, "who are encouraged in all possible ways to make use of it. Without proper care, literacy can vanish in less time than a child or adult may take in acquiring it". The main social device developed by man to make reading material available is a well-organised library system.

1506 students i.e. 71 per cent in the sample at Kerala and 437 students i.e. 45 per cent at Lucknow were found to use *guides or made easy's* in their studies. The majority of them did so because these guides were easy to understand; 789 (52 per cent) at Kerala and 168 (38 per cent) at Lucknow said so. The other most favoured reason was that ready made material was available. 17 per cent at Kerala and 26 per cent at Lucknow used such guides because of lack of time for reading and understanding lengthy prescribed books.

Information has been collected on the preference for reading extra books, books other than those prescribed for the course. While the majority of the students at Kerala preferred detective stories, at Lucknow literary books had the pride of place. Historical and religious books and books on current affairs come next as preferences among Lucknow students, whereas fiction, literary books and books on current affairs are preferred by the Kerala students.

\*This was suggested by the late Dr. J.C. Ghosh, former Vice-Chancellor of Calcutta University in a foreword to the Calcutta survey.

While people today have more books at their disposal than ever before most of them neither know what to read or how to read. Education must seek to counter these trends.

Knowledge, and more than that ability to search for knowledge and the wisdom to use knowledge are important. To provide such education would also mean a "courageous and imaginative reconstruction of the curriculum".

### **Student Discipline**

To a great extent their living conditions affect and mould the discipline (or the lack of it) among the students. The important step, therefore, is to ensure the provision of good, healthy conditions by making available suitable hostel facilities, and financial aid to the needy students so that no one who has the ability and aptitude and who would benefit by it should be unable to get university education, at which stage admissions have to be, by necessity, "selective and restricted". We need also a far greater number of teachers with vision, with personality and who are dedicated to the service of the youth of the country. The status of the teachers has also to be restored. It is distressing to see more and more students referring to lectures as 'dull'; to the "lack of personal relationship between teacher and students"; "influence of political parties" and other factors. The two Pilot Surveys at Kerala and Lucknow have shown that 7 per cent. and 14 per cent respectively of the students mention indiscipline in classrooms as an important cause of irregular attendance.

All the above, however, are external aids. The sense of discipline should come from within the students themselves. The scheme for national service, among other schemes, in this connection deserves all the careful consideration of educationists in the country. This scheme (which was considered by the State Education Ministers at a conference held in New Delhi in August 1959) is intended to train disciplined youth who would dedicate themselves to the social and economic reconstruction of the country. Unlike the regular national service, as they have in Great Britain, this scheme "aims at taking full advantage of military training for peaceful and productive activities without teaching the actual use of arms". It has a two-fold objective: (1) to inculcate a high sense of discipline among the youth and (2) to mobilise their latent power for achieving the tasks of national reconstruction.

The above scheme may provide "an outlet for the abundant energy of youth in nation-building activities which today flows mostly in destructive channels. It should capture their idealism and fire them with the spirit of patriotism".\* At the State Education Ministers' Conference where this proposal was discussed it was agreed that there was an urgent need for trying out a workable scheme of national service. Such a scheme will have to be properly integrated with the educational process keeping in view the demands of the country for trained doctors, engineers, technologists and teachers.\*\*

\*Address by Dr. K. L. Shrimali, Union Education Minister, at the State Education Ministers' Conference, August, 1959.

\*\*The National Service Committee appointed by the Education Minister has since submitted its report.

The lowering of the social status of the teachers has been one of the very important causes for the loss of values among the students. Once the status of the teachers has been raised, one could be sure of seeing perceptible changes for the better in the state of indiscipline among students.

An important factor is the establishment and maintenance of closer mutual contacts between teachers, students and parents. This will develop a sense of belonging to the community and would impress on all a sense of responsibility to one another and to the community. Discipline grows out of such a sense of responsibility and its exercise.

More and more of our students have mentioned, as seen in the analysis of the Pilot Surveys, the defects in or disadvantages of the present system of examinations. 17 per cent of the students at Kerala and 21 per cent at Lucknow felt that sufficient credit was not being given to the regular work done throughout the year. The final examination, for good or for bad, has assumed the greatest importance with the result that the average students need only engage in a terrific rush of work during the last few weeks preceding the examination. The rest of the time they are idle and consequently in a state of unrest, a state of affairs ripe to breed indiscipline. It would perhaps be worthwhile to make an attempt to give due weight to the continuous and steady work done throughout the year as also at the examinations, by allocating special marks for work done at home and during the college term.

'Influence of political parties' has been mentioned by the students as one of the major causes of student indiscipline. This is a very delicate matter. The only solution lies in impressing on the students that they are not, at their stage of life, expected to take part in politics and political agitation. They should certainly take an interest as citizens of a Sovereign Democratic Republic, in what is happening in the political field at home and abroad. And they should stop at that. Our students cannot afford to think themselves as a 'privileged class' and revel in indiscipline at college or outside. They can consider themselves 'privileged' in the sense that they are the fortunate minority who have the benefit of university education and consequently they owe a debt to society which they pay partly by behaving themselves as befits educated persons.

### Need for a more Comprehensive Survey

It is relevant to consider whether an all-India survey is advisable. The two Pilot Surveys at Kerala and Lucknow have thrown valuable light on the various aspects of a cross section of student life, their daily routine, the sports they engage in, their recreational habits, hobbies, extra-curricular activities, their economic position, their residential arrangements and their health. They have also thrown some light on the causes (as viewed by students) of student indiscipline. The data so made available have been analysed in the two Surveys and set out in statistical tables forming the basis of the present Report. The two Surveys underlined the aspects which need improvement and looking into in order to make the living conditions of our students at the universities more tolerable, comfortable and enable them to make the best use of university education.

It must, however, be admitted that these details on various aspects of student life relate only to the students at two universities. They could be considered representative in the sense that one university (teaching and federal) in the South and one university (residential) in the North have been surveyed. But they are not wholly representative of all residential and non-residential institutions of this vast sub-continent. We would need, for making a correct appraisal of the present situation, similar details of several universities which would give the enquiry the nature of an all-India survey. Geographical distances contribute to several differences between institutions. What may obtain in Kerala may not obtain to the same extent in Mysore or at SNDT Women's University. It would appear worthwhile to include in a survey at least one of the three oldest Universities in India; one or two of the recently established universities and the only purely women's university. Such a further comprehensive survey would help to correct the "bias," which any analysis of this kind based on a study of only two universities may suffer from.

Any further survey will have to be conducted on a uniform pattern. At least 10 per cent of the student-population should be covered (the Kerala and Lucknow Surveys covered only 9.07 per cent and 8.74 per cent, respectively). The data should be statistically analysed number-wise and percentage-wise and no particular aspect of the data should remain unanalysed or untabulated. The Questionnaire should be thoroughly understood by the investigators and students, the importance of giving complete information being impressed on the latter. (In quite a few of the answers to the Questionnaire under the present Survey, the names of the investigators and dates have not been mentioned). The investigators, who should be trained personnel, should evolve objective tests to verify the data supplied by the students in the answers to the Questionnaire. The Kerala University Survey has referred to the lack of co-operation from the authorities and the Lucknow Survey to the private and personal nature of some of the questions. These two aspects need attention. Cooperation can be sought and obtained. Some of the personal questions which do not materially affect the survey data may be deleted. In this connection the universities would be in a better position to suggest any such changes out of their experience with the students.

The data so obtained will have to be supplemented by some sort of a direct report either from the university authorities or as a result of personal visits of the investigators. The report of the hostel wardens, and parents in the case of day scholars would provide valuable supplementary material. A suitable proforma will have to be worked out to obtain mainly their reactions and suggestions. Physical amenities, like facilities for physical education, sports, libraries etc., are best reported on by the universities themselves. The students would, however, report on the use and, if so, on the frequency of such facilities.

The following universities may be considered for inclusion in such a comparatively comprehensive survey of living conditions of Indian students. While suggesting these, their geographical distribution has also been kept in mind. Such a distribution is shown in the map attached Appendix (iii).

## RESIDENTIAL AND TEACHING

1. Allahabad
2. Kurukshetra
3. Viswabharathi

## TEACHING AND AFFILIATING

4. Gauhati
5. Madras
6. Mysore
7. Osmania
8. Nagpur
9. Rajasthan
10. S. N. D. T. Women's
11. S. V. Vidyapeeth
12. Utkal

Briefly speaking, the financial implications would be modest. On an average grant of Rs. 5,000 the total cost would amount to Rs. 60,000. The employment of an officer (and some typing help) at the Centre for two months for purposes of analysing the reports so obtained would involve a sum of Rs. 2,000 approximately. This would, however, be a worthwhile investment.

### **Conclusions**

There has been a great change in the economic and social background of students entering the universities. In recent years as a result of the democratization of education in the country an increasing proportion of university students have come from families in which they are the first generation to receive university education. There has been a great strain on the universities by the increasing number of students seeking admission. This has to be reconciled with the increased need for scientific and technical personnel as also those with a formal education in the Humanities. Admissions, therefore, have to be "selective and restricted" to those who can really benefit by university education. That would mean that they would be turned into well-educated people as well as good specialists with qualities of mind which are worthy of them; qualities such as exactitude, critical alertness and a due regard for details; qualities which would be of value to the youth in life, in making them integrated personalities enabling them to "function with intelligence, decency and social purpose in all fields."

For this purpose the conditions in which students live and work have to be looked into and examined constantly. For the best students nothing would be more beneficial than the best conditions.

From the analysis of the two Pilot Surveys it is clear that there is a great need (and scope) for the development and improvement of the living conditions of Indian students. In this effort the co-operation of parents and teachers, the State and the people, Government and voluntary and private organisations, is a necessary condition of progress and success. Fundamental thinking on this subject was never more necessary than it is to-day.

The main recommendations of this Report may be summarised here.

1. A more comprehensive survey of at least twelve universities should be conducted which would give an all-India character to the analysis. This should include residential and teaching and affiliating universities geographically well-distributed. Expenditure in this connection would be a worthwhile investment.

2. It would appear worthwhile to make a study of the halls of residence and their importance in the student community (of the type undertaken in Great Britain in 1956, whose recommendation may guide the grant of loans, grants etc. to universities for their building projects).

3. With the extension of hostel facilities, two years' stay at the hostel or hall of residence should be made compulsory. Senior students should certainly remain at the hostel.

Stay at hostels having good arrangements for preparing and serving food under hygienic conditions would solve the present state of malnutrition among students.

4. The private lodgings of students during the first two years should be inspected and approved before occupation. Each university should maintain a list of approved lodgings and boarding houses.

5. The financial condition of students is not sound. We have to discover and exploit talent and arrest its wastage through a planned system of scholarships. Democratisation of education would not mean that all should come up to the university and get degrees. It means the provision of suitable and equal opportunities for all citizens who could best profit by them. Admission to university education should be selective and restricted, restricted to those who can really benefit by it.

More and more of the university students should find and should be helped to find suitable part-time work to supplement their income without affecting their studies. Students at private lodgings and those having similar arrangements have tried to be unwisely frugal in their expenditure on food. The institution of a system of mid-day meals to university students on the Campus would be a welcome innovation. This while ensuring a minimum nutritional intake would also contribute to greater academic fraternity among the students. It should perhaps be possible to organise it with the help of government grants, local voluntary assistance and co-operation.

6. The students at the universities have on the average been of the age group 19-20. They are, thus, of an impressionable age. To them, instruction in moral and spiritual values or the creation of an atmosphere that would instil in them a due regard for these values would be selection. A few minutes of morning prayer with all the students meeting in a common hall would develop a sense of discipline, understanding, toleration; would give sufficient feeling and sensitiveness for moral and spiritual values in personal and social life.

7. Good reading habits have to be inculcated among students. There are more books than ever at the disposal of our youth. But they need to know what to read and how to read. Our universities with their responsibility to turn out mature minds, have a great part to play in this field. They should impart knowledge and more than that, the ability to research for knowledge and the wisdom to use it. Libraries should have their legitimate place in the student economy.

8. Physical education, participation in outdoor games and indoor games need to be conducted on a systematic organised basis; so that no student need plead lack of facilities as a reason for his non-participation. More playing fields and greater gymnastic facilities and also swimming pools for men and women students need to be provided. A comprehensive coaching system should be introduced to train and guide students in all the various types of games and sports. Competitions and Scholarships and Fellowships for needy students would encourage those who have the ability and aptitude to shine in the field of sports.

9. Inculcation of a proper sense of discipline is a very important need. The improvement in the economic status of students would help as also the improvement in the status of the teachers which would mean higher salary scales and the recruitment of men and women dedicated to serve the youth of the country. In the two Pilot Surveys at Kerala and Lucknow it was found that among the careers most favoured by students, teaching (in schools or colleges) was second in order of preference. Given favourable conditions of work and a fair deal to our teachers, it should be possible to recruit a devoted band of men and women who could be a source of inspiration to the youths and attract them in far greater numbers to teaching as a profession. They should be made to feel (by example and precept) that nothing could be more blessed than *Vidyadan*, the imparting of knowledge to others.

### 1. REFERENCES

In the preparation of this Report, a study has been made, in addition to the two main Reports (namely of Kerala and Lucknow), of the following:

1. Report of the Socio-Economic Survey of College Students of Aligarh—1955-56.
2. Report of the Sample Survey of Traffic Facilities of College Students in Bangalore City—1957.
3. Undergraduate Students in Calcutta: How They Live and Work—1955.
4. Survey of Living Conditions of Meerut College Students 1954-55.
5. Education in Britain HMSO, London—1955.
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8. Halls of Residence by H.W. Turner—1953.
9. Hall of Residence by T.E. Lawrenson—1957.
10. Address by Dr. K. L. Shrimali, Union Education Minister, at the State Education Ministers' Conference—New Delhi, August 8, 1959.
11. Address by Shri K. G. Saiyidain, Educational Adviser to the Government of India, at the National Seminar on Orienting Elementary Education towards the Basic Pattern—Allahabad, May 1959; also Talk over All-India Radio, Delhi, August, 1959.

## 2. APPENDICES

### APPENDIX (i)

#### QUESTIONNAIRE

#### SURVEY OF LIVING CONDITIONS OF UNIVERSITY STUDENTS

This survey is being conducted for a proper understanding of the various aspects of student life. The information collected in answer to this questionnaire will be treated as strictly confidential and will not be used for any other purpose except the one stated above. It will be used in a collective form and hence personal colour, if any, will be totally absent in the statistical analysis.

In case of items with alternatives 'Yes' or 'No' the answer not applicable should be struck off. In case of questions with specified multiple alternatives, the applicable item/items should be underlined.

Please answer all the questions carefully and accurately.

Ministry of Education  
Government of India  
New Delhi

## SURVEY OF LIVING CONDITIONS OF STUDENTS

### I. Identification

1. Name .....
2. College .....
3. (a) Class ..... (b) Subjects .....
4. (a) Sex ..... Male/Female  
(b) Mother Tongue .....
5. Age (Completed Number of Years) .....
6. Height ..... Inches  
Weight ..... Pounds  
Chest (Girth) (Un-expanded) ..... Inches
7. Civil Condition :—  
  - (i) Single
  - (ii) Married
  - (iii) Widowed
  - (iv) Separated
8. Residing in :—  
  - (i) Hostel
  - (ii) Staying with Parents
  - (iii) Staying with Relatives
  - (iv) Private Lodging (not recognised by the university authorities).
9. Home Town/Village .....  
District ..... State .....
10. (a) Father's (or if father is not alive, guardian's) monthly income ..  
.....  
(b) Monthly income from other sources\* .....  
Total .....
11. Father's (or if father is not alive, guardian's) occupation ..  
.....
12. Approximate distance† of your home town/village to the institution  
in which you are studying .....

\*Here the figures of those members of the family, who normally stay with their father or guardian and contribute their income into a common pool be included. Financial assistance, other than scholarship received from charitable institutions, Government departments, may also be included here.

†Distance measured from normal mode of conveyance.

## II. Daily Routine

1. When do you usually get up and go to bed?

(a) in summer..... A.M..... P.M.  
 (b) in winter..... A.M..... P.M.

2. How many hours do you usually study outside college hours per day in

(a) the first term (June/July to Sept.) ..... Hours  
 (b) the second term (October to Dec.) ..... Hours  
 (c) the third term (Jan. to March/April) ..... Hours

3. (a) Do you take exercises (other than your sports activities) regularly? ..... No/Yes.

If Yes, mention Place.....

Time (i)..... A.M. to..... A.M.  
 (ii) ..... P.M. to..... P.M.

(b) Type of exercise :

(i) Gymnastic  
 (ii) Running  
 (iii) Swimming  
 (iv) Others (Please specify)

4. When do you take your

(a) Morning meal ..... A.M.  
 (b) Evening meal ..... P.M.

(c) Any other refreshment:—

(i) .....  
 (ii) .....  
 (iii) .....

5. What are your college hours?

(a) in summer..... A.M. /P.M..... A.M./P.M.  
 (b) in winter..... A.M./P.M..... A.M./P.M.

6. (a) What is the duration of a period in your college? .....

(b) How many off periods do you have in a week? .....

(c) How many hours\* do you spend in a week in the:

(i) Class room for lectures, seminars and tutorials..... Hours.  
 (ii) Laboratories or field..... Hours.  
 (iii) Sports, Games and Physical training etc..... Hours.

\*Hour means 60 minutes and not college period.

7. How do you prefer to spend your leisure (apart from studies and routine work) in college and home?

(Indicate your order of preference by making 1, 2, 3 ..... against the relevant item amongst the possible modes enumerated below, and striking out whichever is inapplicable)

- Gossip .....
- Day-dreaming .....
- Sleeping (normal sleep during night excluded) .....
- Indoor Games .....
- Outdoor Games .....
- Reading Books .....
- In Hobbies .....
- Working Part-Time (paid) .....
- Working at Home .....
- Movies .....
- Music, Dance, Drama, Concerts, etc. .....
- Visiting Friends' Houses .....
- Following (aimlessly) Members of Opposite Sex .....
- .....
- Social and Public Gathering .....
- Stitch Craft, Embroidery, etc. .....
- Any Other (Please specify) .....
- .....
- .....

### III. Sports

- 1. (a) Do you play any outdoor games? ..... No/Yes,
- (b) If not, why?
  - (i) Not interested
  - (ii) No time
  - (iii) No facilities
  - (iv) Any other reason (Please specify)
- (c) If yes, state the game in which you take part:
  - (i) Hockey
  - (ii) Tennis
  - (iii) Cricket
  - (iv) Football
  - (v) Badminton
  - (vi) Swimming
  - (vii) Gymnasium
  - (viii) Any Other (Please specify)

2. (a) Have you ever won any prize or honour in the games? ..... No/Yes

(b) If yes, state its nature .....

(c) State in which way your activities in sports have affected your studies:

- (i) Not at all
- (ii) To some extent
- (iii) Considerably
- (iv) Any other (Please specify)

3. What is your average monthly expenditure on sports\*.....

#### IV. Recreation

1. Do you play any indoor game? ..... No/Yes  
If yes, which game?

- (i) Table Tennis
- (ii) Cards
- (iii) Chess
- (iv) Carrom
- (v) Any other (Please specify)

2. How many movies do you see in a month?

3. What type of pictures do you prefer to see?

- (i) Indian/Foreign
- (ii) Comedies/Tragedies
- (iii) Historical/Religious/Social/Musical/Others.

4. Why do you prefer to see foreign pictures?

- (i) Educational value is greater
- (ii) Technically superior (action, photography, conversation, direction)
- (iii) Originality of theme and story
- (iv) To know about the Western civilization
- (v) Any other reason (Please specify)

5. Are you a member of any social organisation or club? ..... No/Yes

6. What are your hobbies?

- (i) Music
- (ii) Poetry
- (iii) Painting
- (iv) Gardening and Agriculture
- (v) Stamp-Collecting
- (vi) Photography
- (vii) Day-Dreaming
- (viii) Any Other (Please specify)
- (ix) Hikings and Tours

7. What is your average monthly expenditure on recreation and hobbies etc.?

\*Sports fees paid to the college authorities as a part of normal university fee should not be included.

## V. Social and Religious Activities

1. (a) Do you take part in extra-curricular activities? No/Yes

(b) If yes, in which?

- (i) Debates and Lectures
- (ii) Dramas
- (iii) Concerts
- (iv) Associations
- (v) Recitation of Poems
- (vi) Others (Please specify)

(c) If not, why?

- (i) Not interested
- (ii) No facilities
- (iii) Consider it as waste of time
- (iv) Any other reason (Please specify)

2. (a) Do you think a student should undertake some creative work like composing poems, writing short stories, etc.?

- (i) No
- (ii) Yes
- (iii) Don't know
- (iv) Don't care

(b) If yes, have you ever written such :

- (i) Story
- (ii) Article
- (iii) Poem
- (iv) Any Other

(Please specify the language(s) while answering the question)

(c) Whether your work has ever been published

No/Yes

(d) If yes, where?

- (i) College Magazine
- (ii) Literary Journals
- (iii) Newspapers
- (iv) Other (Please specify)

3. Have you won any prize or honour in extra-curricular activities?

No/Yes

If yes, state its nature, where and when?

4. Do you pay visits to the families not related to you?

No/Yes

If so, in what connection?

5. How many close acquaintances\* or friends of your age group do you have of other sex and who are not related to you?

- (a) In your institution
- (b) In your home town
- (c) Outside your home town

6. State the religion and faith to which you belong?

7. (a) Do you believe in the existence of God?

- (i) No
- (ii) Yes
- (iii) Uncertain

(b) If so, do you observe ritual\*\*

- (i) Regularly'
- (ii) Frequently
- (iii) Occasionally
- (iv) Never'

## VI. Means of Support

1. Who (and to what extent) is paying for your studies? (Monthly figures to be given).

(i) Father	.....	.....	.....	.....	.....	Rs.
(ii) Mother	.....	.....	.....	.....	.....	Rs.
(iii) Self	.....	.....	.....	.....	.....	Rs.
(iv) Other relatives (Please specify)	.....	.....	.....	.....	.....	Rs.
(v) Other institution (Please specify)	.....	.....	.....	.....	.....	Rs.

(Please strike out whatever is inapplicable).

2. (a) Are you a scholarship holder? ..... No/Yes

(b) Who is giving the scholarship? .....

(c) What is the amount per month? ..... Rs. .....

3. (a) Do you enjoy any fee concession? ..... No/Yes

(b) If so, how much?

- (i) Half
- (ii) Full
- (iii) Other (Please specify)

4. (a) (i) Are the above sources sufficient for your studies? ..... No/Yes

(ii) If not, have you undertaken some job to supplement your income? ..... No/Yes

\*The term 'close acquaintance or friend of other sex' refers to any person whom you can invite for a walk or visit to a restaurant or a cinema.

\*\*The ritual includes prayer, *pujah*, *havan*, *namaz* and other religious activities in temples, churches, etc.

(b)(i) Describe the nature of the job undertaken by you to supplement your income .....  
 (ii) Number of hours engaged in a week .....  
 (iii) Monthly earning .....

5. (a) Are you in the habit of borrowing or purchasing essentials of studies on credit? No/Yes

(b) If so, from whom?  
 (i) Friends  
 (ii) Shopkeepers  
 (iii) Others (Please specify)

(c) What is the amount of your present indebtedness? ..... Rs.

## VII. Housing and Furniture

(For day-scholars—those who stay with their parents, relatives or in messes not recognised by the university authorities)

1. Type of building in which you stay  
 (i) *Kacha* (Earth)  
 (ii) *Pucca*  
 (iii) Hut (Bamboo, Coir, etc.)  
 (iv) Other (Please specify)
2. Area in sq. ft. at your or your family's disposal  
 (a) Covered\*Area ..... sq. ft.  
 (b) Number of Rooms .....  
 (c) Open Space† ..... sq. ft.
3. General Sanitation of the House  
 (i) Satisfactory  
 (ii) Tolerable  
 (iii) Unsatisfactory
4. Ventilation of the House  
 (i) Satisfactory  
 (ii) Tolerable  
 (iii) Unsatisfactory
5. Electricity whether provided No/Yes
6. Do you have an electric fan? No/Yes
7. Provision for drinking water :  
 (i) Water Tap  
 (ii) Hand Pump  
 (iii) Well  
 (iv) Any Other (Please specify)

\*Covered area includes living rooms, balcony, verandah, etc.

†Courtyard, lawns, passage, etc., within the boundary wall of the house.



6. Is there any canteen in your hostel? ..... No/Yes

7. State about the general facilities, sanitation etc. in your hostel

(a) General Sanitation :

- (i) Satisfactory
- (ii) Tolerable
- (iii) Bad

(b) General Facilities

Bath rooms .....	No/Common/Separate
Lavatory .....	No/Common/Separate
Electricity .....	No/Yes
Radio.....	No/Yes

8. Have you the following for your exclusive use?

- (i) Electric Fan
- (ii) Table Lamp
- (iii) Table
- (iv) Chair
- (v) Shelf

(Strike out in case of negative answer)

9. What is the distance between your hostel and your institution?

10. (a) Do you think that general atmosphere in the hostel is congenial to studies?

- (i) No
- (ii) Yes
- (iii) Don't know
- (iv) Don't care

(b) If not, what are the disturbing factors?

(in order of importance)

- (a)
- (b)
- (c)
- (d)

## IX. STUDY, EXAMINATIONS, CAREER, ETC.

1. What is your qualification? .....  
(last examination passed)

2. In which division were you placed in the following examinations;  
(where applicable) .....

(i) Higher Secondary or Prep. or Matriculation or S.S.L.C., S.S.C. .... First/Second/Third/Compartment

(ii) B.A., B.Sc. (Hons. and Pass) B.Com. .... First/Distinction/Second/Third Compartment

(iii) M.A., M.Sc. and M.Com. First/Second/Third

(iv) Other Examination (Please specify) First/Second/Third

3. State the reason why you have undertaken the present course of studies

- (i) ....
- (ii) ....
- (iii) ....

4. What career would you like to take up after your studies ?

(Please indicate the order of preference by marking 1,2,3,4.....)

- (i) Government (Central or State) Service
- (ii) College or University Teacher
- (iii) School Teacher
- (iv) In Private Service (Banks, Commercial Houses etc.)
- (v) Medical Profession (Private Practice)
- (vi) Own Business
- (vii) Legal Profession (Private Practice)
- (viii) Nursing
- (ix) Housewife
- (x) Any Other Job (Give Details)

5. (a) Do the text books in your possession meet your minimum needs ..... No/Yes

(b) How do you manage, if the books with you do not meet your needs.

- (i) Borrow books from friends
- (ii) Library
- (iii) Go without them
- (iv) Any other (Please specify)

6. Have you got a library card ? ..... No/Yes

7. (a) How many books at a time can you borrow from the library ?

(b) How many library books are you having at present ? .....

8. Do you regularly read ?

(a) Newspapers ..... No/Yes

(b) Magazines ..... No/Yes

9. Do you read books other than the books prescribed for your course? If yes, which of the following you like (Please indicate the normal order of preference by making 1,2,3,4,.....)

- (a) Fiction
- (b) Current Affairs
- (c) Detective Stories
- (d) Biography
- (e) Religious
- (f) House Keeping
- (g) Literary
- (h) Historical Novels
- (i) Others (Please specify)

10. (a) Do you read "Guides and Made Easy's (Question and Answers)? ..... No/Yes

- (b) If yes, why?
- (i) Ready made material is available
- (ii) Easy to understand
- (iii) No time to read lengthy prescribed course books
- (iv) Any other (Please specify)

11. (a) Do you use Annotation? ..... No/Yes

(b) Had you engaged any private tutor or joined any coaching class last year? ..... No/Yes

12. (a) In your opinion, should the present examination system be continued?

- (i) No
- (ii) Yes
- (iii) Don't know
- (iv) Don't care

- (b) If not, why?
- (i) Examination is not the sure test of one's ability
- (ii) No credit is given for regular work throughout the year
- (iii) Chance plays heavily
- (iv) No credit for other creative work
- (v) Any other reason (Please specify)

13. (a) Do you attend classes regularly? ..... No/Yes

- (b) If not why?
- (i) Busy elsewhere
- (ii) Lectures are dull
- (iii) Not useful
- (iv) No discipline in the class room
- (v) Any other (Please specify)

(c) Would you attend the classes if the compulsion about the minimum lectures be removed? ..... No/Yes

(d) If not, why?

- (i) Lectures are dull
- (ii) No useful for examination purposes
- (iii) Any other (Please specify)

(e) If yes, why?

- (i) Lectures are useful for examination purposes
- (ii) Interesting
- (iii) Informative
- (iv) Any other (Please specify)

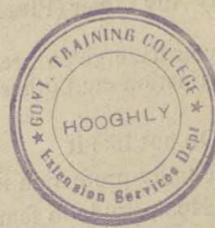
14. In your opinion, what should be the medium of instruction at university level?

- (i) English
- (ii) Sanskrit
- (iii) Hindi
- (iv) Regional Language
- (v) Mother Tongue

## X. Social Mobility

1. Where is (or was) your father and grandfather staying?

(Insert cross mark against the relevant answer)



Urban

Rural

(a) Grandfather

(b) Father

2. What is the profession of your father and grandfather?

(Insert cross mark against the relevant answer).

Profession

Grandfather

Father

- (i) Landlord and Share-Cropper (Zamindar)
- (ii) Agriculturist (Land wholly owned)
- (iii) Agriculturist (Land partly owned)
- (iv) Agriculture Labour
- (v) Commerce and Trade (Own Business)
- (vi) Banker, Mahajan, Money-lender etc.

- (vii) Manufacturer (including small scale industries)
- (viii) Service (Commercial Banks, Commerce Houses)
- (ix) Government Service (Non-Gazetted)
- (x) Government Service (Gazetted)
- (xi) Medical Profession (private practice)
- (xii) Legal Profession (private practice)
- (xiii) Teacher in a School
- (xiv) Teacher in a College or University
- (xv) Engineering and Technical job (private)
- (xvi) Any Other (Please specify)

3. If you have given preference for career (in Question 4, Block IX,—study, examination etc.) other than the profession of your father, please state the cause

- (i) Do not like it
- (ii) Family profession is over-crowded
- (iii) No aptitude in family occupation
- (iv) No better prospects
- (v) Can't fit in that occupation
- (vi) Any other (Please specify)

## XI. Nutrition

1. Are you a vegetarian/non-vegetarian?
2. How much do you consume of the following articles?

Commodity	Reference Period	Quantity (standard seer weighing 80 tolas)	Value (in rupees and naye paise)
Milk	In a day		
Vegetables	"		
Butter and Ghee	"		
Edible Oil and Vanaspati	"		
Fruits	"		
Meat	"		
Fish	"		
Wheat and Rice	"		
Cereals	"		
Spices	"		
Eggs*	"		

\*Quantity should be indicated in number(s) and not in weight for this column.

3. (a) During last month have you ever taken meals or refreshment outside your home or hostel..... No/Yes

(b) If so state

Number	Amount	Reason
--------	--------	--------

Dinners and Lunches :

Light Refreshments :

4. (a) Are you in the habit of using tobacco in any form? No/Yes

(b) If yes, state the form in which you use.

(i) Cigarettes

(ii) Pipe

(iii) Cigar

(iv) Chewing Tobacco

(v) Any Other (Please specify)

5. How many cigarettes per day can you smoke?

(a) When offered by friends

(b) From own expenses

6. (a) Do you drink alcohol ..... No/Yes

(b) If so, regularly/occasionally

(c) If occasionally, after how many days.

## XII. Health

1. (a) Are you suffering from any disability\* ..... No/Yes

(b) If yes, give its name

2. (a) Were you suffering from any illness during the last academic year..... No/Yes

(b) If so, name the disease(s)

(c) Was any medical treatment received

(d) Approximate expenditure incurred

3. On how many days did you remain absent from your college last year because of ill health? .....

4. Have you been examined by your college medical officer during the last academic year? ..... No/Yes

5. At what interval do you consult your doctors?

6. Do you use spectacles? ..... No/Yes

---

\*Physical defects that are more or less permanent in nature.

### XIII. Clothing

1. What is your usual dress ?

At Home  Outside

(a) In Summer

(b) In Winter

(Select the pair and insert at the right place)

- (i) Bushshirt and Pant
- (ii) Shirt and Pant
- (iii) Shirt and *Dhoti* or *Mundu* or *Veshti*
- (iv) Suit Cotton
- (v) Coat and Pant Cotton
- (vi) Suit Woollen
- (vii) Coat and Pant Woollen
- (viii) Shirt and *Shalwar*
- (ix) *Saree* and Blouse
- (x) *Dhoti* and *Choli*
- (xi) Any Other (Please specify)

2. How many sets of clothes are you having at present ?

- (a) For Winter
- (b) For Summer

### XIV. Total Expenditure

1. Non-recurring expenditure ( during the last academic year)

	Rs.
1. Books . . . . .	
2. Cotton Clothes . . . . .	
3. Woollen Clothes . . . . .	
4. Shoes, Umbrella, Rain Coat, etc. . . . .	
5. Travel (Educational Tours, etc.) . . . . .	
6. Annual Charges of College and University . . . . .	
7. Annual Charges of Hostel . . . . .	
8. Any Other (Please specify) . . . . .	
9. . . . .	
10. . . . .	
II. . . . .	

TOTAL

## II. Recurring expenditure (Monthly)

1. Tuition and other College Dues . . . . .
2. Lodging (hostel student should give figures for accommodation) . . . . .
3. Boarding (Food, Drink etc.) . . . . .
4. Stationery . . . . .
5. Toilet, Washing, Barber Charges etc. . . . .
6. Recreation (Cinema, Entertainment and Refreshment) . . . . .
7. Membership of Association and Societies outside the College . . . . .
8. Travel (on conveyance from home to institution) . . . . .
9. Books, Magazines, Newspapers . . . . .
10. Other Expenses (Please specify) . . . . .

TOTAL

## XV. Opinion Survey

1. Do you think university students should take part in active politics:

- (i) No
- (ii) Yes
- (iii) Don't know
- (iv) Don't care

If Yes, why?

- (i) A child is the father of man
- (ii) To have recognition among the students
- (iii) India needs experienced politicians
- (iv) To practise theory with actual life
- (v) Any other reason (Please specify)

2. What is your opinion about the present type of co-education in India?

- (i) Favourable
- (ii) Not Favourable
- (iii) Don't care

3. Do you know anything about the habit of ticketless travel in railways and public transport among the students?

- (i) No
- (ii) Yes
- (iii) Don't know
- (iv) Don't care

If yes, what do the students think about travelling without tickets?

- (i) Students cannot afford to pay high fare on account of economic pressure.
- (ii) Students think they are a privileged class and to travel without ticket is their birth-right
- (iii) Authorities are not strict in handling student offenders
- (iv) To harass the authorities
- (v) Any other (Please specify)

4. Do you think disturbance in class room in your college is an important problem?

- (i) No
- (ii) Yes
- (iii) Don't know
- (iv) Don't care

If yes, why?

- (i) Teacher is lenient and cannot control the class
- (ii) Teacher is more than strict and students want to tease him
- (iii) Lectures are dull
- (iv) One section of student is responsible for this disturbance
- (v) Any other (Please specify)

5. What in your opinion are the causes of "student indiscipline" in the universities of India?

(Mark 1, 2, 3, 4..... in order of priority against each item of possible causes enumerated below and strike out whichever is unnecessary)

Possible Types of Causes	Order of Priority
Lack of personal relationship between the teacher and the students	.....
Non-availability of many opportunities for students for spending their extra time and energy	.....
Influence of political parties and other outside elements	.....
Meagre employment prospects after completing education	.....
Students think that they are a privileged class	.....
Influence of political disturbances (such as rioting, strikes in the country) on the students	.....
Attitude of the authorities	.....

Lack of laboratory facilities and equipment, bad teaching standards, poor libraries, etc.	.....
Party politics among the teachers	.....
Students are irresponsible because they don't have to work their way through to college education	.....
Others (Please specify)	.....

Name of the investigator	.....
Date of interview	.....

APPENDIX (ii)

INSTRUCTIONS TO UNIVERSITIES AND DESIGN OF THE PILOT SURVEY

No. F. 6-1/57 PE-3(D-7)

GOVERNMENT OF INDIA

Ministry of Education

REGISTERED

New Delhi, June 21, 1958, /Jyaistha 31, 1880

From

The Secretary to the Government of India.

To

The Vice-Chancellor Lucknow University, Bombay University, Kerala University.

SUBJECT.—*Survey of Living Conditions of Students—Pilot Survey.*  
Sir,

I am directed to refer to this Ministry letters No. F. 6-1/57 D-7 dated February 23, 1957, and August 20, 1957, on the subject noted above and to say that certain modifications have been made in the list of the universities selected for the pilot survey. The printed questionnaire which was circulated for the purpose has also been revised. The type and the nature of machinery required for the pilot survey has also been modified with a view to get more accurate and correct results.

In the Pilot Survey to be undertaken now about 10 per cent only of the students on the rolls of your university will be covered. The design of the Survey will be "stratified random sampling". The university may be stratified according to the existing institutions (affiliated, constituent, research as well as departments or faculties). The 1st. year students who have joined educational institutions this year after passing their Matriculation examinations and foreign scholars are not to be covered in the Pilot Survey.

It is suggested that you may nominate a professor to be in charge of the Survey in the university. He may appoint a group of investigators who will go to the various institutions of the university and meet the students in groups in order to explain to them the Questionnaire and distribute copies of it for being filled in by them later. This group of investigators will also assist him in the scrutiny of the Questionnaires, their tabulation and in writing a report on the Survey.

In order that you may get full cooperation of the various recognised institutions functioning under your university, it is requested that you will kindly address the heads of the institutions individually.

All reasonable expenditure for the Pilot Survey will be met by the Ministry of Education. It is, therefore, requested that the details of the financial assistance needed for the purpose may be furnished to this Ministry for approval at a very early date.

It is proposed that the Survey work may start from the beginning of the next academic year and may finish by the end of October, 1958.

I may add for your information that to the universities which have been selected for the Survey an identical Questionnaire and an identical scheme of tabulation have been proposed. The typed copy of the revised Questionnaire is enclosed. Sufficient copies of the printed Questionnaire will be supplied to you soon. A set of Tables prepared by this Ministry to be utilised for the consolidation of data is also sent herewith.

The design of the proposed Survey is also enclosed. If there be any point which requires further clarification, it is requested it may be referred to me immediately.

It will be very much appreciated if the details of the estimated expenditure and the number of copies of the Questionnaire you will require are furnished to this Ministry at a very early date.

Yours faithfully,  
Sd./- (M. N. MASUD),  
For Secretary.

## THE DESIGN OF THE PILOT SURVEY

The Pilot Survey will be carried out at the three Universities of Kerala, Bombay and Lucknow and will cover only 10 per cent of the students on the rolls of all institutions (affiliated, constituent, research as well as departments or faculties) under each University. The "stratified random sampling technique" will be adopted for the present. The University will be divided according to existing institutions, colleges and departments. An institution will form a stratum. The 10 per cent sample will be selected from all such strata.

The students, for the purpose of the present Survey, have been defined to be the ones who are on the rolls of the Universities according to their rules and regulations. The casual students on the rolls of different colleges will not be included in the Survey.

In the present work it has been decided to cover only Indian students. The foreign scholars and students, even if they are Indian by origin, studying in the University either on the Government of India scholarship or on scholarships from their own Governments or studying otherwise, may not be included. Their exclusion has been decided only on the assumption that their standard of living is at variance with that of an Indian student.

In some Universities it is the practice that some students are registered for two different faculties. For instance, M.A. students are also registered as LL.B. students. In order to avoid the chance of a particular student being selected at two places, it is imperative that care should be taken that they are not counted twice in the consolidated list of a stratum, if such a practice is prevalent in your University.

First year students who join colleges immediately after their Matriculation examinations have also not to be covered in the present Pilot Survey for as the Survey will be carried at the beginning of the academic year, they will not have sufficient time to adjust themselves to the new atmosphere and get to know the situation well.

A single consolidated list of all the students of a stratum will be prepared in descending order of the classes or grades in which they are studying. From such list, the sampling units will be selected according to "Random Number" given in "Statistical Tables for Biological, Agricultural and Medical Research—by Fisher and Yates", subject to overall 10 per cent sampling fraction.

### The Students and Questionnaires

The questionnaire has to be answered by the students themselves. As the students may not have enough experience to answer such a detailed questionnaire it is suggested that the investigators may first meet the students in groups and after distributing copies of the questionnaire explain to them the various entries and the significance of the various queries. While doing this care should be taken to see that the students are not being influenced by the personality of the investigator or by his opinion on a certain matter. The job of the investigators will be to remove doubts or clarify points but not to offer their own views or opinion. When the questionnaire

has been fully explained the investigators may ask the students to fill in the questionnaire at their convenience but at an early date. Copies of the questionnaire may be collected by the investigators from the students at a predetermined date. Students, if they prefer, may be allowed to fill in the questionnaire at their residences. The assistance of the college authorities may be sought. This will facilitate the task to a greater extent.

### Instructions to Investigators

In the present Pilot Survey, in order to ensure maximum accuracy with minimum cost, we have adopted a technique of the survey which can be stated to be a *via media* between one where investigator fills in the questionnaire after interrogating the information and the other where questionnaire is filled in by the informant himself. In the former technique, the cases of non-response are likely to be very small, but in the latter it can be very high. In the present Survey the questionnaire has to be completed by the students themselves, after they have been thoroughly explained the significance of all queries raised in the questionnaire. It is feared, under such circumstances, unless the investigators are very active and alert, the students may not care to submit their returns to him, thus multiplying the cases of non-response. With a high degree of non-response, no reliance can be placed on the conclusions and findings of any survey. It is, therefore, desired that the investigators should be fully instructed before they are sent to the institutions to meet the students.

The investigators may also be directed to send reports of non-response to the university headquarters where possible causes of such cases be studied and necessary advice given. The experience of these investigators who have successfully tackled such cases be exchanged with others in order to eliminate them to a maximum extent.

### Scrutiny

The scrutiny of the returns submitted by the students will be a very important task. The investigators will have to go through all the entries of the questionnaire and examine them with a view to ensure that the information given by the students in the various entries is not self-contradictory and that every entry has been filled in. In cases of doubt the students concerned should be contacted and the necessary information sought. The scrutiny will be done either in the college premises itself or in a town where the college is situated. No unscrutinised or incomplete questionnaire will be sent to the University headquarters where the final work of tabulation has to be carried out. A little care of the work will result in the saving of lot of time in the subsequent analysis.

### Tabulations

The questionnaire is very exhaustive. Too many tables can be prepared. The University authorities are allowed to frame tables accordingly to cover all requirements of the objective for which the Survey is being carried out. At the same time, in order to ensure inter-university comparison of some of the characteristics of

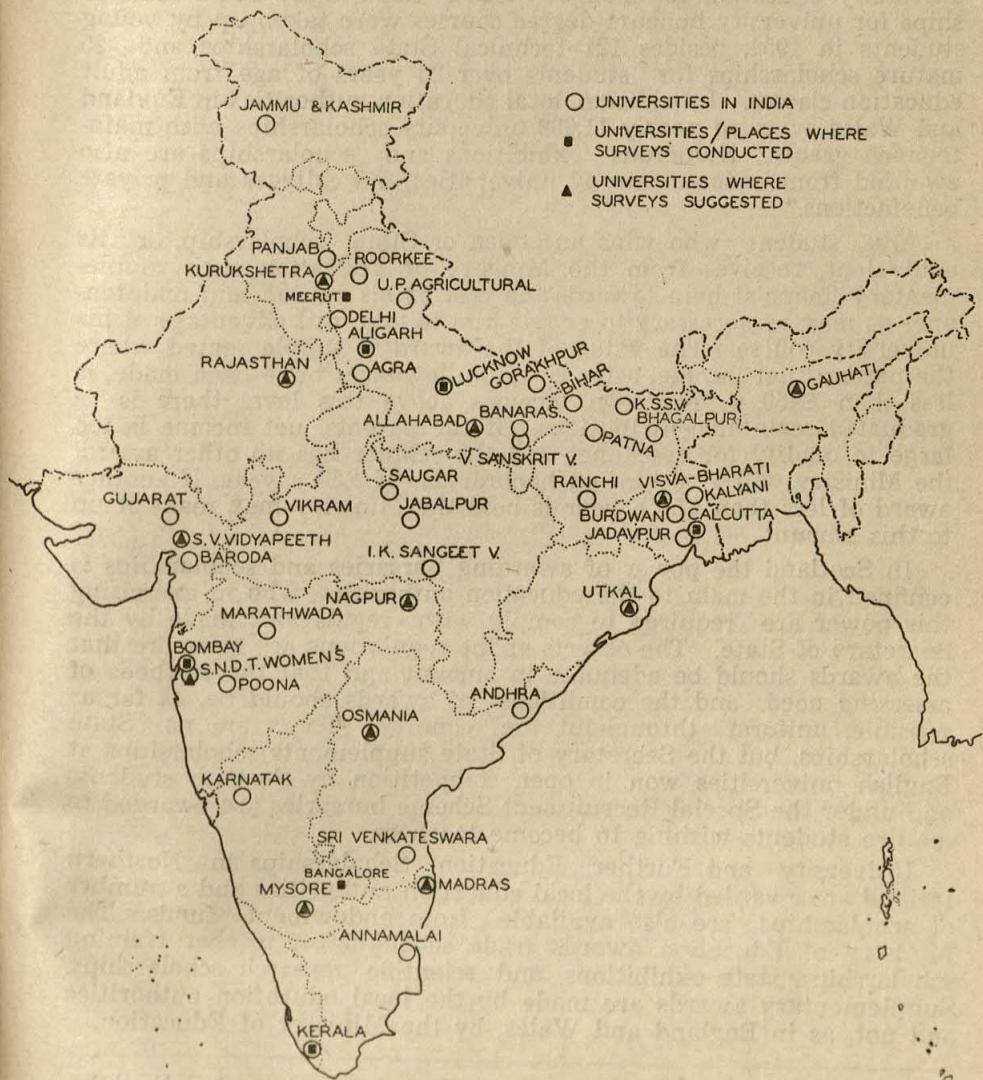
students' life, minimum programme of tabulation has also been suggested by us. These tables will be incorporated as appendices to the final report. The university authorities are also allowed to use those tables in arriving at certain conclusions and recommendations.

### Report

The report based upon the information conveyed by the tables may be prepared as usual. Since the Survey is a unique task, ever attempted so far by any agency on the scale envisaged, it is expected that analysis and conclusions of the work will be studied minutely not only by the educationists, statisticians and psychologists of this country, but all over the world. It is, therefore, essential that the analysis and conclusion should be of a high order. The standard of the report also should be maintained at the same level.

### APPENDIX (iii)

Map showing the Indian Universities, surveys made so far in this field and universities where further surveys are recommended



Sikkim and Bhutan are attached to India by special treaties.

## APPENDIX (iv)

### AID TO STUDENTS

Since 1946 the number of scholarships and awards for university students from England and Wales has been greatly increased with the aim of ensuring that no able candidate shall be debarred from university education for lack of means. Some 3,250 State scholarships for university honours degree courses were taken up by young students in 1954, besides 121 technical State scholarships and 25 mature scholarships for students over 25 years of age from adult education classes. In addition, local education authorities in England and Wales awarded nearly 11,000 university scholarships with maintenance grants. Numerous exhibitions and scholarships are also awarded from endowments by universities and colleges and private benefactions.\*

Any student who wins an open or State scholarship, or its equivalent, receives from the Ministry of Education such supplementary financial help towards the cost of his tuition and maintenance as may be necessary to enable him to take full advantage of his university course. The value of the award is supplemented where the parents' net income, after certain allowances have been made, is less than £450 a year. On incomes above this level there is a graduated scale of contributions. If the parents' net income is too large to qualify for assistance and the scholar has no other award, the Ministry will give him an honorarium of £50 a year. If another award of less than £50 a year is held the Ministry may make it up to this amount.

In Scotland the power of awarding bursaries and scholarships is confined in the main to the education authorities, who in exercising this power are required to comply with regulations made by the Secretary of State. The objects of the regulations are to secure that the awards should be adequate in amount and that the methods of assessing need and the conditions of awards should be, as far as possible, uniform throughout the country. There are no State scholarships, but the Secretary of State supplements scholarships at English universities won in open competition by Scottish students and under the Special Recruitment Scheme bursaries are awarded to mature students wishing to become teachers.

University and Further Education Scholarships in Northern Ireland are awarded by the local education authorities and a number of scholarships are also available from endowment funds. The Ministry of Education awards trade scholarships, teacher training scholarships, state exhibitions and scientific research scholarships. Supplementary awards are made by the local education authorities and not, as in England and Wales, by the Ministry of Education.

\*In 1956 there were in Great Britain 68,042 (75.7%) assisted students who held scholarships, exhibitions or other awards, whether from public funds or private funds, providing wholly or in part for the payment of their fees or other expenses. Of these 50,770 were men students and 17,272 were women students :

(University Grants Committee : *Returns from Universities and University Colleges in receipt of Increasing Grant 1956-57*, July 1958, HMSO, London, page-7.)

Source : "Education in Britain", HMSO, London 1955. Pages 37-38.

APPENDIX V

HOME AND UNIVERSITY RESIDENCE OF FULL-TIME STUDENTS : GREAT BRITAIN  
COMPARATIVE STATISTICS—ACADEMIC YEAR 1956-57

“Full-time students” means students attending the institutions for day courses of university standard extending over at least a full academic year, and devoting their whole working time to their academic studies. The tables are limited to students of this type, but it should be remembered that, in addition, large numbers of part-time students attend certain institutions for advanced, first degree and diploma courses

Institutions	University Residence											
	Home Residence						Colleges and Lodgings					
	Men	Wo-men	Total	Within 30 Miles of United Kingdom	Other parts of United Kingdom	Foreign Countries	Men	Wo-men	Men	Wo-men	Men	Wo-men
London University	1,661	774	3,435	1,205	1,937	180	113	259	153	1,615	449	787
Birmingham University	1,972	909	2,881	698	1,976	146	61	418	316	1,213	476	341
Bristol University	7,603	786	8,389	364	7,115	585	325	3,959	643	3,560	118	84
Cambridge University	980	300	1,280	271	963	25	21	613	252	335	42	32
Durham University, Durham Colleges	2,369	642	3,011	1,516	1,159	192	144	97	144	1,375	210	897
Kings' College	584	470	1,054	121	782	80	71	284	279	271	179	29
Exeter University	751	315	1,066	159	756	136	15	373	240	305	54	73
Hull University												21

Leeds University	•	2,928	919	3,847	1,448	1,946	216	237	351	344	1,860	426	717	149
Leicester University	•	463	353	816	126	636	43	11	264	204	156	127	43	22
Liverpool University	•	2,427	811	3,238	1,626	1,422	128	62	217	299	1,106	178	1,104	334
University of London including Colleges and Schools	•	14,021	5,741	19,762	7,744	8,629	2,189	1,200	1,709	1,961	7,277	2,217	5,035	1,563
Manchester University	•	3,123	1,144	4,267	1,939	2,074	147	107	402	391	1,568	439	1,153	314
Manchester College of Science and Technology	•	942	14	956	387	365	109	95	75	2	552	2	315	10
North Staffordshire University College ;	•	367	240	607	86	502	12	7	345	231	14	2	8	7
Nottingham University	•	1,641	696	2,337	312	1,876	68	41	444	371	1,936	293	161	32
Oxford University	•	6,560	1,148	7,708	394	6,403	502	409	3,073	820	3,405	318	82	10
Reading University	•	664	557	1,221	209	904	66	42	339	412	244	107	81	38
Sheffield University	•	1,807	497	2,304	816	1,286	132	70	293	140	1,109	266	405	91
Southampton University	•	841	462	1,303	331	903	43	26	356	141	402	293	83	28
<b>TOTAL—ENGLAND</b>	•	52,704	16,778	69,482	19,792	41,634	4,999	3,057	13,871	7,333	27,403	6,196	11,430	3,239

Institutions	1	2	3	4	5	6	7	8	9	10	11	12	13
University of Wales Aberystwyth University College	800	448	1,258	141	1,077	25	15	198	395	586	31	26	22
Bangor University College	674	241	915	206	647	34	28	232	144	394	76	48	21
Cardiff University College	1,104	505	1,609	964	567	40	38	101	134	545	213	458	158
Swansea University College	802	232	1,034	503	457	40	34	98	84	466	76	238	72
Welsh National School of Medicine	138	89	227	109	106	8	4	39	17	56	49	43	23
<b>TOTAL—WALES</b>	<b>3,528</b>	<b>1,515</b>	<b>5,043</b>	<b>1,923</b>	<b>2,854</b>	<b>147</b>	<b>119</b>	<b>668</b>	<b>774</b>	<b>2,047</b>	<b>445</b>	<b>813</b>	<b>296</b>
Aberdeen University	1,194	521	1,715	939	646	93	37	14	5	642	271	538	245
Edinburgh University	3,318	1,572	4,890	2,248	2,052	355	235	264	380	1,650	620	1,404	572
Glasgow University	3,860	1,284	5,144	3,810	994	237	103	242	91	696	197	2,922	996
Glasgow Royal College of Science and Technology	1,352	112	1,464	1,040	154	144	126	67	6	383	7	902	99
St. Andrews University	1,354	774	2,128	695	1,178	140	115	529	398	481	252	344	123
<b>TOTAL—SCOTLAND</b>	<b>11,078</b>	<b>4,263</b>	<b>15,341</b>	<b>8,732</b>	<b>5,024</b>	<b>969</b>	<b>616</b>	<b>1,116</b>	<b>880</b>	<b>3,852</b>	<b>1,348</b>	<b>6,110</b>	<b>2,035</b>
<b>GRAND TOTAL—GREAT BRITAIN</b>	<b>67,310</b>	<b>22,556</b>	<b>89,866</b>	<b>30,447</b>	<b>49,512</b>	<b>6,115</b>	<b>3,792</b>	<b>15,655</b>	<b>8,997</b>	<b>33,302</b>	<b>7,989</b>	<b>18,353</b>	<b>5,570</b>

Source : University Grant Committee : Returns from Universities and University Colleges, July, 1958

By Courtesy of Her Majesty's Stationery Office, London.

The number of full-time students residing in colleges and halls of residence was 27.4% of the total : in lodgings 46% and at home 26.6%. The proportion of men residing in colleges or halls of residence was 23.2% and of women 39.9%.

## APPENDIX (iv)

### EXCERPTS FROM THE SURVEY OF LIVING CONDITIONS OF LUCKNOW UNIVERSITY STUDENTS

#### ANALYSIS AND DISCUSSION OF RESULTS

The data collected in the present investigation were analysed and tabulated in the form of tables—seventy in number. The findings are discussed below.

##### Section I—Identification

With regard to the marital status of the students, most of them were found to be bachelors. The number of persons married was almost equal among girls and boys (13 per cent). The next question was about the type of lodging in which students lived. It was observed that most of them resided in hostels. It may be mentioned here that a large number of students had their home outside Lucknow. With regard to their family income, a majority of them belonged to families whose income did not exceed Rs. 350 p.m. An exception was the Faculty of Medicine where about one fourth of girls' sample ( $n=25$ ) and one out of ten, amongst boys, had family income exceeding Rs. 1000 p.m. Closely related to this was the nature of occupations of the parents and here it was seen that most of the latter belonged to service class. A good number belonged to business category also. It was proposed to correlate some of the vital data separately for males and females, to find out how far variations in the one go on with that in the other. The variables correlated were, (a) age and weight, (b) age and height, (c) age and the girth of chest, (d) height and weight, (e) height and the girth of chest, and (f) weight and the girth of chest. The coefficients of correlation are discussed below.

##### Age and Weight

A positive correlation was found between age and weight of the subjects both in the case of males and females. The relationship was slightly higher in males ( $r = .29$ ) than in females ( $r = .15$ ). Thus, with an increase in age there is a corresponding increase in weight.

The figures showing regression lines of age and weight and *vice versa* are given below:

The Regression of Weight and Age (For Males) with Equations

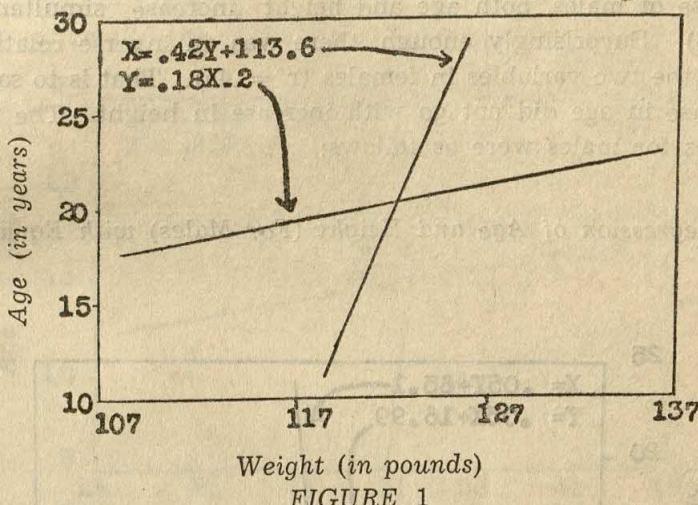


FIGURE 1

The Regression of Weight and Age (For Females) with Equations

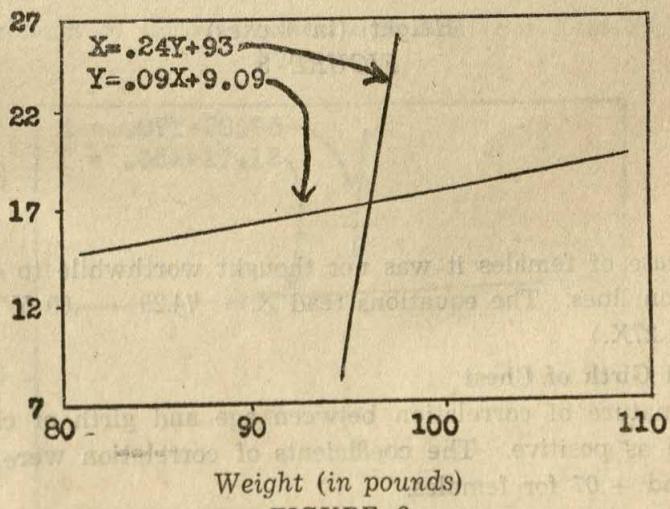


FIGURE 2

### Age and Height

In case of males, both age and height increase simultaneously ( $r = .06$ ). Surprisingly enough, there was an inverse relationship between the two variables in females ( $r = .45$ ). That is to say, rate of increase in age did not go with increase in height. The regression lines for males were as follows:

*The Regression of Age and Height (For Males) with Equations*

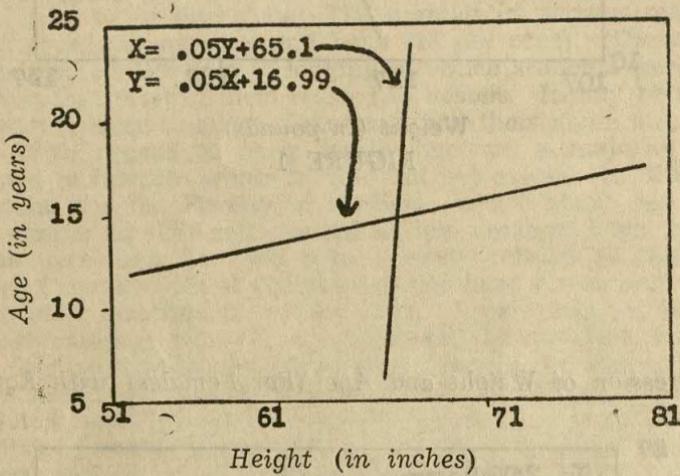


FIGURE 3

(In case of females it was not thought worthwhile to draw the regression lines. The equations read  $X = 74.29 - .69 Y$  and  $Y = 35.23 - .27X$ .)

### Age and Girth of Chest

The nature of correlation between age and girth of chest was observed as positive. The coefficients of correlation were +.15 for males and +.07 for females.

The following figures show the regression lines of the variables for males and females separately.

*The Regression of Girth of Chest and Age (For Males) with Equations*

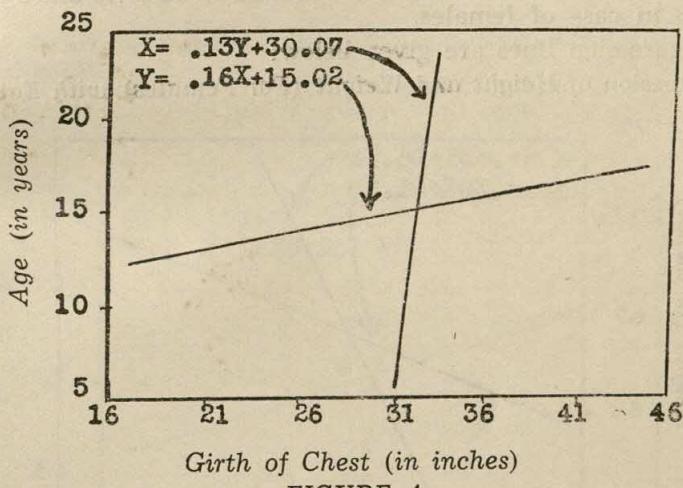


FIGURE 4

*The Regression of Girth of Chest and Age (For Females) with Equations*

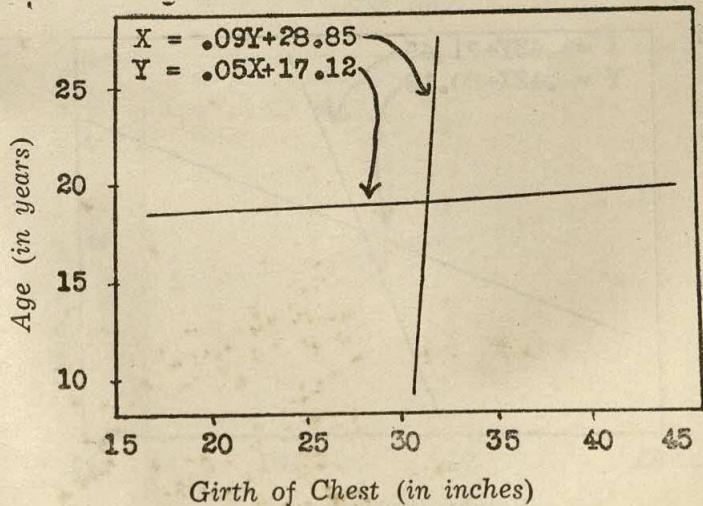


FIGURE 5

### Height and Weight

The height and weight were observed to be directly proportional to each other.

The coefficients of correlation were found to be + .45 among males and + .43 in case of females.

The regression lines are given below:

*The Regression of Height and Weight (For Females) with Equations*

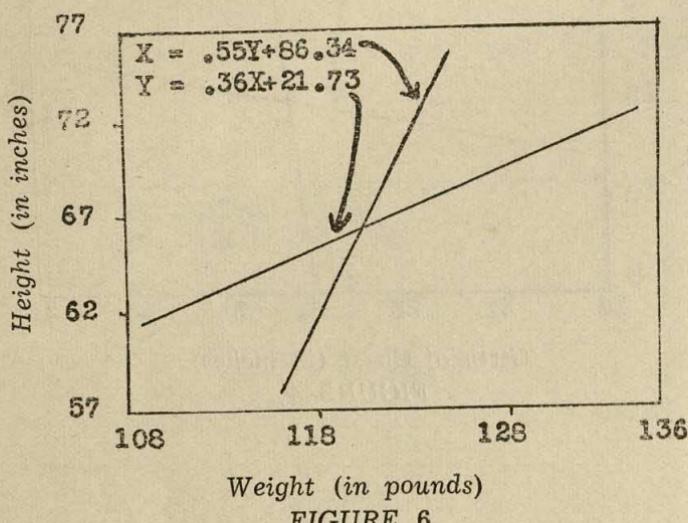


FIGURE 6

*The Regression of Height and Weight (For Females) with Equations*

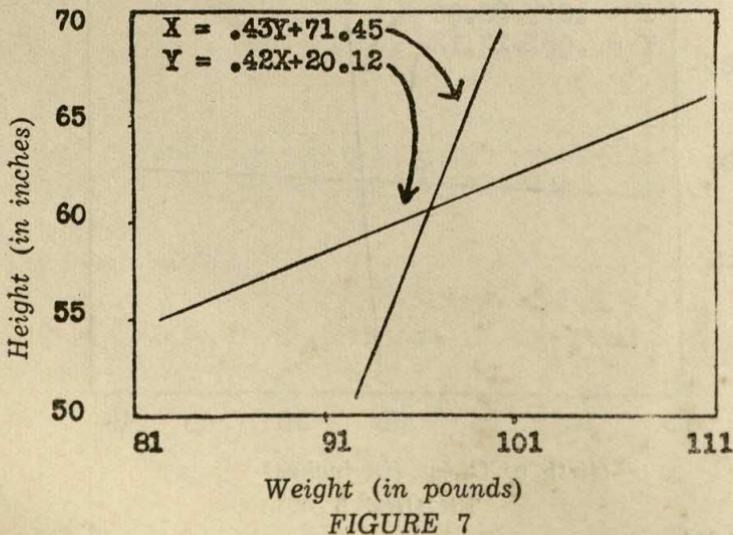


FIGURE 7

### Height and Girth of Chest

Both among males and females the nature of relationship between height and girth of chest was found to be positive. The correlations were + .24 (males) and + .15 (females).

The following figures show the regression lines of height and girth of chest.

*The Regression of Height and Girth of Chest (For Males) with Equations*

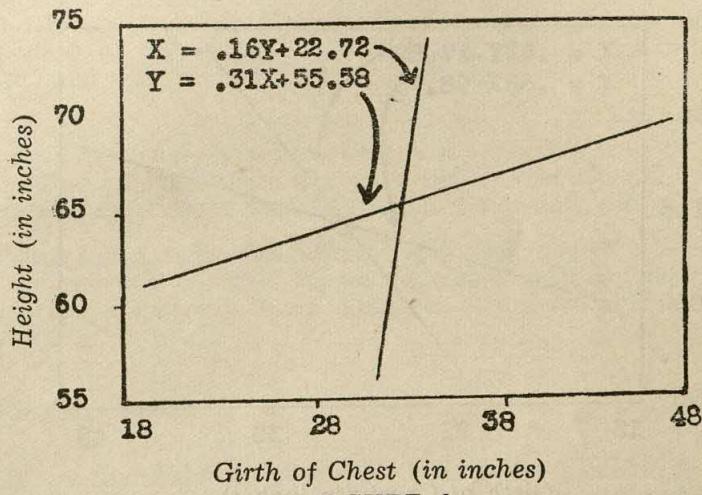


FIGURE 8

*The Regression of Height and Girth of Chest (For Females) with Equations*

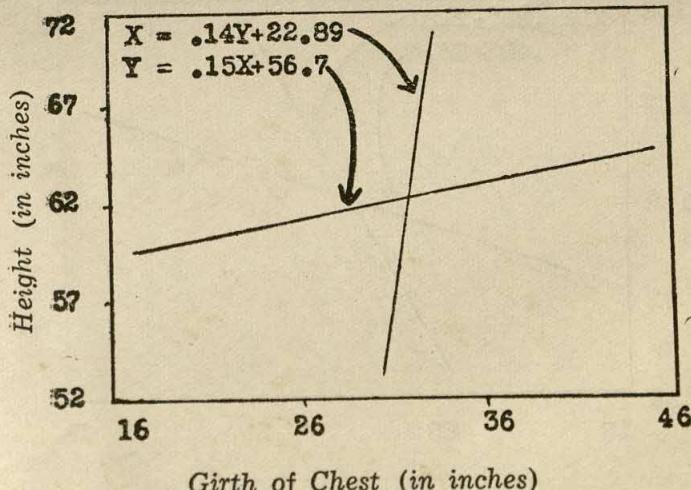


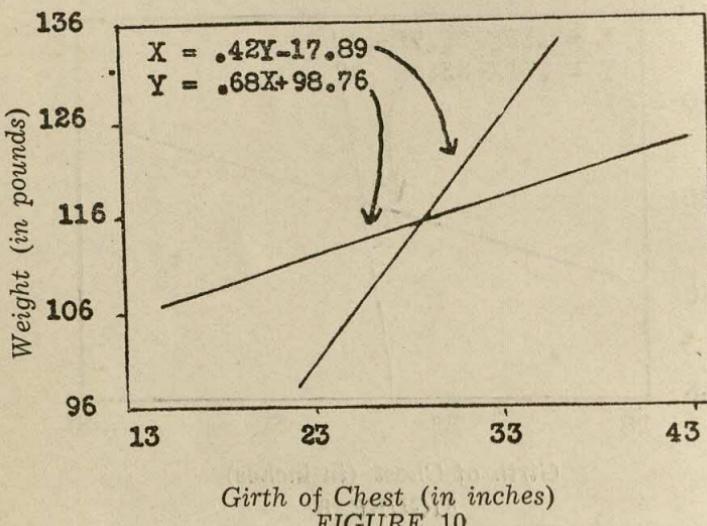
FIGURE 9

### Weight and Girth of Chest

There was a direct relationship between weight and girth of chest. The coefficients of correlation were found to be +.54 for males and +.38 for females.

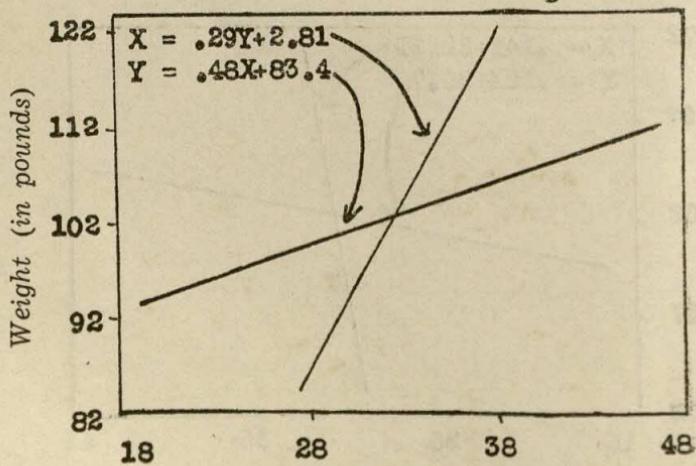
The regression lines of weight on girth of chest and conversely were as follows:

*The Regression of Weight and Girth of Chest (For Males) with Equations*



*Girth of Chest (in inches)*  
FIGURE 10

*The Regression of Weight and Girth of Chest (For Females) with Equations*



*Girth of Chest (in inches)*  
FIGURE 11

## Section II—Daily Routine

One question in this section was pertaining to the number of hours for which a student studies daily. Most of the students, it was found, study from three to four hours during the first term. In the second term, it increased from four to six. And finally in the third term they read from four to seven or eight hours daily.

Two, out of every ten students, were such as did not study at all during the first term.

Further, when asked about the time of getting up and going to bed, most of the students reported that they got up between 5 to 6 a.m., and went to bed between 10-11 p.m.

In another question of the same section the respondents were required to report whether they took exercise regularly. It was found that amongst those who took regular exercise (32.57 per cent), a large number gave from 10 to 30 minutes daily for it.

When asked as to how did they pass their leisure time, preference for movies was reported higher in males as compared to females. The latter expressed their liking for stitch craft, embroidery and working at home.

## Section III—Sports

It was found that most of the students (50.30 per cent) participated in outdoor games. As regards the faculty-distinction, outdoor games were most common amongst the members of Science Faculty. It was further observed that the number of participants in outdoor games was more in the case of undergraduates.

The respondents were further asked to mention the degree up to which their interest and involvement in outdoor games had affected their studies. There were only a few students who vouchsafed that their studies were jeopardised to some extent.

With regard to the relative popularity of various outdoor games badminton was the most liked. The relative positions of other games were, in decreasing order: football, cricket, hockey, swimming, tennis, gymnastic, volleyball and basketball.

Whatever be the type of game, it requires some expenditure on the part of the player. It was reported that a majority (47 per cent) of them spent up to seven rupees per month on sports. The number of those who spent above rupees seven was quite low (13 per cent). This was about those students who did play some outdoor game. But a good number of students reported that they did not play any outdoor game.

When asked to mention the reasons, most of them reported that they did not have adequate facilities for playing. Some of them informed that it was also because of lack of time and interest.

## Section IV—Recreation

The section dealt with some of the questions pertaining to indoor games. Carrom and card playing appeared to be the most commonly liked indoor games. Table tennis and chess were slightly less popular. Going to movies was another means of recreation among students.

It was observed that 70 per cent of the students were in the habit of seeing films at least once a month. As regards the number of films seen in a month, most of the subjects (87 per cent) informed that they saw from one to four times in a month. Visiting movies from five to eight times a month was reported by a smaller number of students (11.6 per cent). Still less was the frequency of those (.73 per cent) who saw about twelve films in a month. In the same connection, the respondents were further asked to express their liking for one type of picture rather than the other.

In the case of Indian films as compared to foreign films, the liking was for the former, namely, Indian films. Perhaps familiarity of the theme depicted, facilitates an easy identification by the subjects. Another reason may be the convenience in understanding an Indian film because of the language factor.

The liking in the case of tragic films as compared to those depicting humorous themes was mostly for the latter, namely, comedy films. Similarly, when liking for various types and themes was asked, e.g., religious, social, musical, historical etc. most of the subjects preferred to see films of a social theme.

That foreign films were technically superior, was the reason given commonly by those who preferred to see foreign movies. Another reason offered was the originality of theme in them.

As regards the joining of some club or social organization, it was found that only a relatively smaller section of the students were interested in this mode of recreation. Discerning faculty distinction, it was observed that members of the Faculties of Arts and Education were quite enthusiastic in joining clubs etc. The interest was evinced in much less degree in other faculties. In addition to playing indoor games, seeing films, attending clubs etc. most of the students mentioned that they had their hobbies as pastimes. Here, music was a most commonly found hobby. Other pastimes included painting, composing poems, gardening, photography and hiking etc. And so far as the expenditure on these hobbies is concerned, the students mostly mentioned that they spent from five to ten rupees per month on them.

## Section V—Social and Religious Activities

This section comprised questions related to social activities and religious attitudes and beliefs of the students. To start with, most commonly preferred type of extra-curricular activities included, drama, joining clubs, and associations. Amongst those who did not take part in extra-curricular activities most of the students reported that they did not have sufficient facilities. Other reasons offered included 'not interested' and lack of time. As regards writing

articles and poems etc., most of the subjects wrote stories, articles and poems etc. The most common source of publication of their creative work was their college magazine followed by newspapers and journals. A very small number of students reported having won some prize in social activities and among them the certificates were the most common, closely followed by cups and medals.

Another question in the same section required the respondents to report the number of friends they had who belonged to the opposite sex. They were further required to check the places they came from.

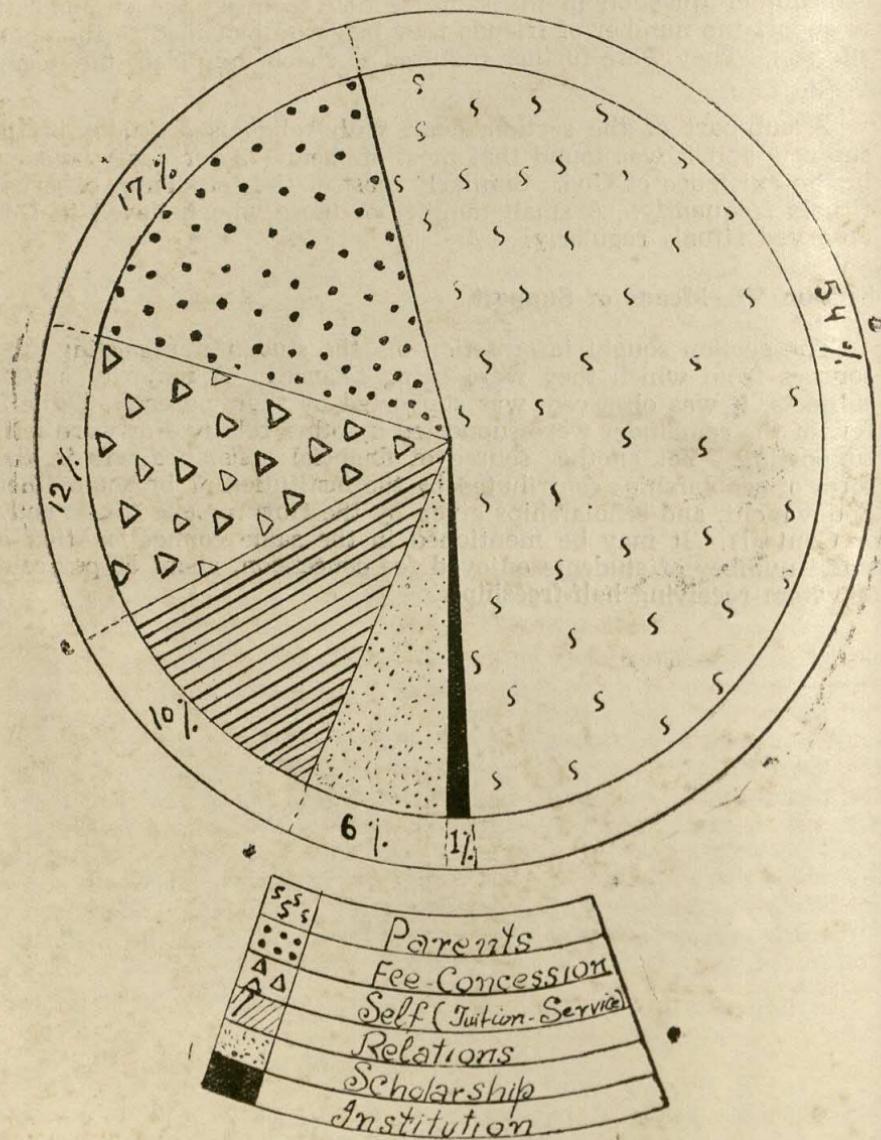
A sub-part of the section, dealt with religious attitudes of the subjects and it was found that most of them (72 per cent) believed in the existence of God. Similarly most of the students observed rituals frequently. A small number of those who believed in God observed rituals regularly.

#### **Section VI—Means of Support**

The section sought information of the students regarding the sources from which they were being financed. A majority of the subjects, it was observed, was supported by their parents. Quite a few of the remainder were supported by other relatives or were self-supporting. Yet another source of financial assistance was in the form of scholarships contributed by the institution or by some other Endowment, and scholarships given by the Government (State and/or Central). It may be mentioned in the same connection that a small number of students enjoyed fee concession, about 50 per cent of whom receiving half-freeships.

In case financial assistance did not meet their needs, the students were further asked to indicate if they had to take up some part-time job to supplement their funds. Most commonly, tuition and part-time service were marked.

*The Percentages of Students getting Financial Assistance from Various Sources*



**DIAGRAM 1**

### Section VII—Housing and Furniture (for Day Scholars)

This section dealt with the responses of those students who lived either with their parents and relatives or in some private lodge. 62 per cent of the students reported that they did have a separate room. Some shared with other persons often as many as eight. Concerning other facilities at home, radio was possessed by 27 per cent and telephone by 9 per cent of the subjects.

Of the various forms of conveyance, cycle was most commonly used. Closely following were public vehicle (bus) and cycle-rickshaw as other means of transport.

One more question in the section asked the subjects whether they knew anything about the extent to which hostel atmosphere was congenial to studies. Most of the students (31 per cent) did not have any information. Those who did know something (69 per cent), felt that hostel atmosphere was quite conducive to studies.

### Section VIII—Housing and Furniture (for Boarders)

Unlike the preceding one, this section deals with the responses of those students who reside in hostels (38 per cent).

Majority of them reported that they had been living in hostels for last three years. Most of the students reported that they shared their room with partners which could be as many as five.

As regards amenities in hostels it was found that almost all had a common room equipped with journals, newspapers, periodicals, and was also provided with facilities for indoor games.

Most of the boarders felt that the atmosphere in hostels was congenial to studies.

Only a smaller percentage of students remarked that there were disturbing factors in the hostels. The latter included noise of radio, talking and the like.

### Section IX—Study, Examination, Career, etc.

This section consisted of questions pertaining to educational career, choice of vocation, attitude of students concerning the present system of examination etc.

Regarding academic achievement, most of the students reported having secured a second division, in their earlier examinations.

When asked whether they read "bazar guides and made easy books" it was found that they did consult them. The number of those who read these notes was higher in the case of undergraduates as compared to the postgraduates. The reason offered was that they were easy to understand. Other reasons included that ready-made material was available, and that it required less time to go through them than the prescribed lengthy course books.

In addition to the prescribed books, the students read other literature also. The latter included literary books, books on current affairs, detective stories, fiction, biographies and others.

#### Preference For Books Other Than Textbooks

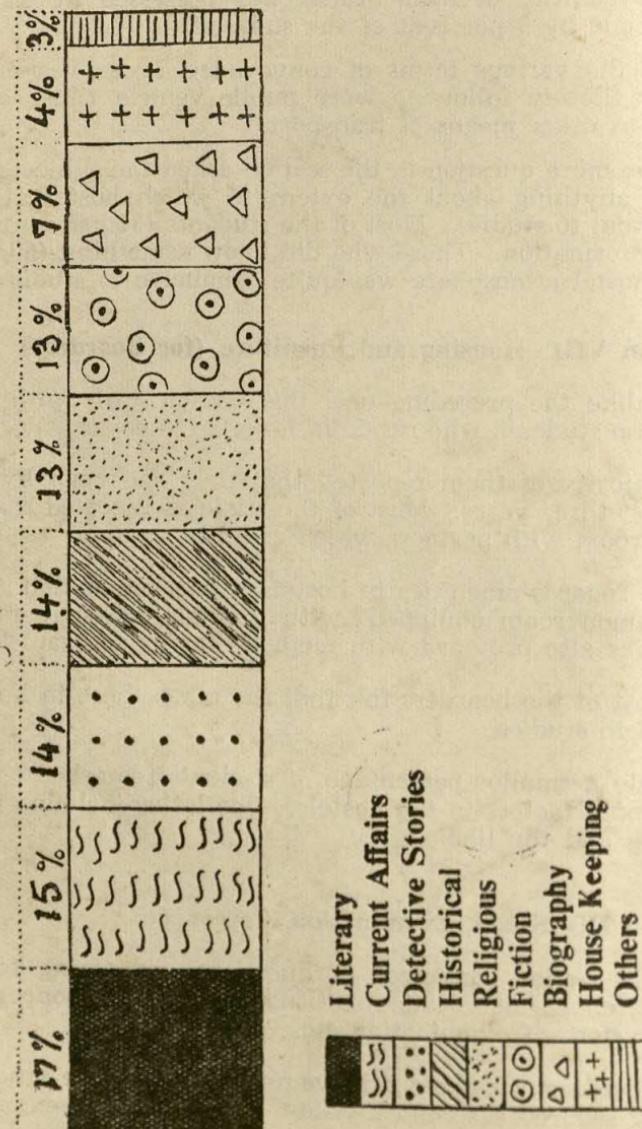
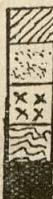
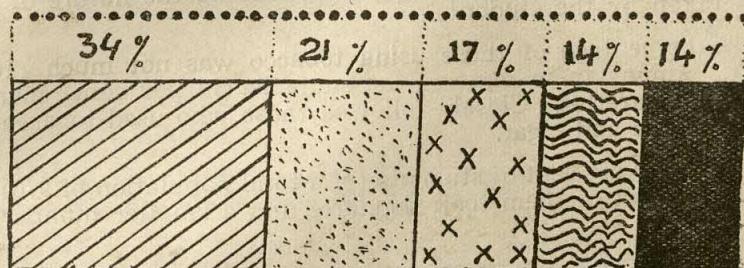


DIAGRAM 2

Most of the students appeared in favour of attending classes regularly even if the minimum number of lectures was not fixed. They felt that the lectures were useful for the purpose of examinations. They also mentioned that they were informative and interesting.

Among those who did not attend classes regularly most of the students offered the reason that lectures were dull, or that they were busy somewhere else.

*Reasons For Not Attending Classes Regularly*



**Busy elsewhere**

**Lectures are dull**

**Not useful**

**No discipline in the class-room**

**Any other**

*DIAGRAM 3*

Most of the students held the view that the present system of examination be abolished because (a) it was not the sure test of one's ability, (b) chance plays heavily, and (c) no credit was given for the regular work throughout the year.

A majority of students appeared in favour of English as the medium of instruction at university level, followed by a smaller number mostly undergraduates who expressed their preference for Hindi.

As regards the vocational liking of the students, most commonly preferred jobs were government service, business, and teaching in an educational institution.

#### Section X—Social Mobility

This section related to the nature of residence (rural or urban) and vocation of the parents of students.

Mostly the parents (60 per cent) belonged to urban area. The most common vocation was reported to be government service.

Less common occupations included such as landlord, businessmen, medical and legal practice and others.

### **Section XI—Nutrition**

The section comprised questions concerning the nature of intoxicants taken by the students.

The percentage of those using tobacco was not much (10.4 per cent). Among them most of the subjects (74 per cent) mentioned smoking cigarettes. Closely followed those who used tobacco in the form of pipe and cigar.

Only four per cent of students (of a total population of 970) drank alcohol. Most of them took regularly and a smaller number drank occasionally.

### **Section XII—Health**

The section investigated about the incidence of physical disabilities among the students.

Short-sightedness was the most commonly found type of disability (2.26 per cent). It was followed by deafness i.e. 41 per cent and stammering i.e. 31 per cent.

Another question in the section asked the students to mention the number of days they had been absent from college on account of illness during the last session. Most of them could not attend their classes for less than ten days.

### **Section XIII—Total Expenditure**

Comprising this section were the questions enquiring about the amount of expenditure on various recurring and non-recurring items during the last academic year.

Most of the students mentioned having spent over Rs. 120 on each: books, clothes and annual charges of the college. In the case of recurring items, most of them spent as much as Rs. 19 per month. The recurring items included stationery, toilet, recreation, periodicals and others.

### **Section XIV—Opinion Survey**

This was the last and the final section of the exhaustive questionnaire and dealt with the attitudes towards some of the interesting topics.

“Should students take part in politics” was answered in the negative by a majority of students (56.08 per cent). Not less was the number of those who felt that students should participate in politics (30.20 per cent). The latter offered a few reasons including “child is the father of man”, “to have recognition among the students”, “India needs experienced politicians” etc.

The number of persons, in answer to another question, who felt favourably about co-education, was more in males than in the case of females.

## SUMMARY OF RESULTS

The report presents the findings of a Survey of the Living Conditions of Lucknow University Students. This investigation was conducted by a team of research assistants using the questionnaire method. Out of 1200 questionnaires which were distributed, completed forms were collected from 970 students. They represent nearly 10 per cent of the total population of students in this university. The following are some of the main findings:

### **Socio-Economic Status**

1. Most of the students, as would be expected, belong to middle class families (income between Rs. 200 to 500 p.m.).
2. Of the 25 girls in the sample of the Medical Faculty, the income of the families of only 5 girls exceeded Rs. 1000 p.m. And of the 119 boys in our sample of this Faculty, the income of the families of 11 boys exceeded Rs. 1000 p.m.

### **Means of Support**

1. Education is mostly supported by the parents, though sometimes other relatives also share the expenses.
2. Scholarships are an additional means of supplementing their resources.
3. Those whose financial support falls short of their requirements, take some tuition or part-time job whenever they can find one.

### **Expenditure**

1. The average expenditure of the university student is about Rs. 70 per month, exclusive of tuition fee and room rent.
2. It includes expenditure on food, books, clothes, toilet-goods, stationery and incidentals.

### **Housing and Furniture**

#### *(a) Non-Residents*

1. Students living with their parents sometimes have a separate room to themselves. For the most part they have to share a room with brothers and others in the family.
2. A few of them have radios installed, but very few of them have telephones at their places.
3. The cycle is the most commonly used conveyance for coming to college as also for other purposes.

#### *(b) Residents*

1. In the case of residents, some of the senior students have a separate room.
2. Others share their room sometimes with as many as five persons.
3. The facilities provided to residents include the use of a common room equipped with radio, periodicals, journals and arrangements for indoor games.

## Study Habits

1. The general practice is to devote more time to studies near the examination than in the beginning of the academic session.
2. Use of notes and cheap market "made-easy books" is fairly common.
3. Outside their course, the students also appear interested mostly in reading fiction, biographies and books on current affairs.

## Academic Record

1. Most of the students coming to the university have obtained a second or third division in their previous examinations.

## Recreational Habits

1. Visiting movies in the case of males, and needle work and embroidery in the case of females, are the major recreational activities.
2. In the case of movies, they mostly like to see Indian films of a humorous character or else those depicting some social problem.
3. Those who see foreign films consider them technically superior and find their themes more original.
4. The other recreational habits include writing stories and poems, and some games.

## Sports

1. Badminton is the most preferred outdoor game.
2. Football, cricket, hockey and other games attract relatively fewer number of students.
3. Table tennis, chess and cards are some of the popular indoor games.
4. Those who do not play games attribute it to the lack of adequate facilities and to the paucity of time.

## Nutrition

1. Students in general appear indifferent to their nutrition.
2. Ten per cent of them smoke cigarettes (or *bidis*).
3. Four per cent of the students admit using alcohol sometimes.

## Opinions and Attitudes

### (a) Vocational Preference

Occupations liked by the students include government jobs, business and teaching.

### (b) Medium of Instruction

English is still preferred to vernacular or mother tongue as the medium of instruction at the university level.

*(c) Lectures*

1. A large number of students regard class-lectures informative and interesting.
2. They feel that they would attend class-lectures even if they were not obligatory.
3. Among those who say that they would not attend class-lectures even if they were compulsory, 34 per cent students say that the lectures are dull.

*(d) System of Examination*

1. The students are critical of the present system of examination.
2. They feel that (a) it is not a sure test of one's ability, (b) chance plays an important part, and (c) very little credit is given for the sessional work.

*(e) Hostel Atmosphere*

Most of the students, whether residents or not, feel that hostel atmosphere is congenial to studies.

*(f) Religion*

A large number of students believe in God, though generally they do not offer regular prayers or *puja* etc.

*(g) Co-education*

Students, in general, prefer co-education at the university level.

*(h) Politics*

1. A majority of students feel that they should not take part in politics.
2. Those who participate in politics, consider it to be a preparation for future political life. They also have affiliations to recognised political parties in the State and often engage actively in working for them. This is especially so during the general elections or in bye-elections. They are largely responsible for dividing students along party lines during the union elections and generally indulge in agitational and disruptive politics.

EXCERPTS FROM THE REPORT OF THE PILOT SURVEY OF  
LIVING CONDITIONS OF UNIVERSITY STUDENTS CONDUCTED  
BY THE UNIVERSITY OF KERALA

1. THE SURVEY

1.1. Aim of the Survey

The Survey on the Living Conditions of Students is planned to collect quantitative data on the nature of physical, economic and social conditions of the students in the Indian universities. By this Pilot Survey, the scope and the availability of the required data for a comprehensive study of the students' living conditions have been ascertained.

1.2. Sample Design

Stratified random sampling method is proposed by the Ministry of Education for uniformity in the sample design, in all the three selected universities for the Pilot Survey. Each of the existing institutions, colleges and other departments, affiliated and constituent to the university form a separate stratum. A ten per cent random sample is selected from each of this stratum.

First year students who have entered the college or the institution, immediately after their Secondary school leaving certificate examination and foreign scholars and students even if they are of Indian origin have not been covered by this Pilot Survey. Foreign scholars and students have been excluded on the assumption that their standard of life is different from that of an Indian student. First year students are omitted as it is felt that they might not have sufficient time to adjust themselves to the new atmosphere of the college and get to know the situation well.

1.3. Size of the Observed Sample and Non-Response

The number of students on the rolls at the time of Survey, excluding first year students and foreign scholars under the different type of studies, and the size of the sample selected from each type are given in the following table.

TABLE I.I.

Type of study	(1)	No. of students	Sample size*
	(2)	(3)	
Arts		5,842	507
Science		10,645	997
Commerce		1,534	129
Agriculture		304	28

(\*Number responded).

	I	2	3
Education	✓ . . . . .	1,451	141
Engineering & Technology	. . . . .	1,422	116
Law	. . . . .	343	29
Medicine	. . . . .	623	54
Oriental studies	. . . . .	392	44
<i>Ayurveda</i>	. . . . .	250	19
Veterinary	. . . . .	374	37
Social studies	✓ . . . .	61	6
TOTAL	. . . . .	<u>23,241</u>	<u>2,107</u>

It may be seen from the above table that 2107 students have responded, forming 9.07% of the total number of 23,241 students on the rolls. In certain colleges it had been largely due to the not-very helpful attitude of the authorities concerned that the number of non-responses was large.

#### 1.4. The Questionnaire

The questionnaire used for the Survey was designed to collect the following information on the students' life

1. Identification—giving physical standards, civil condition, residence and family income
2. Daily Routine
3. Sports
4. Recreation
5. Social and Religious Activities
6. Means of Support
7. Housing and Furniture
8. Study, Examinations, Career etc.
9. Social Mobility
10. Nutrition
11. Health
12. Clothing
13. Total Expenditure, and
14. Opinion Survey.

#### 1.5. Field Work

Eight investigators were appointed for the Survey in two batches. Of these four were M.Sc. in Statistics, three B.Sc. (Hons.) in Mathematics, and one B.A. (Hons.) Economics.

The field work commenced on 9th October, 1958 with five investigators in the colleges at Trivandrum. By the first week of November, 1958 the full strength of eight investigators were appointed and they were allotted work in all the districts of Kerala. Before the investigators proceeded for the field work, they were given two days' training in the Department of Statistics. The first batch of investigators completed their field work in the second week of December and the second batch early in January 1959.

In all 70 out of a total of 75 colleges and institutions affiliated to the university and the University Departments of Statistics, Applied Chemistry, Marine Biology, Psychology, Politics and Education were covered in the Pilot Survey. Three colleges had to be omitted as those institutions closed for the Christmas holidays by the time the investigators visited the places and in another two colleges there were only first year students.

### 1.6 Tabulation

Tabulation of the data was done in the Department of Statistics, by the investigators. 83 tables have been formed.

It was observed that the number of students answering to the questions in the schedule varied widely with the nature of the questions. Especially a good majority of the students have not given the details in question XI(2) on Nutrition. In fact it is difficult to get correct answers to these details from the students. No table has, therefore, been formed on the nutritional aspect of the students' daily consumption of food.

### 1.7 Cost of the Survey

A lump sum grant of Rs. 5,939 was sanctioned by the Ministry of Education for the conduct of this Survey. The actual cost was Rs. 5,670, approximately.

## 2. UNIVERSITY EDUCATION IN KERALA

### 2.1. General

The erstwhile University of Travancore established in November, 1937 was reorganised to form the present university of Kerala in September 1957. Prior to 1937, all the colleges and institutions in the former princely State of Travancore were affiliated to the University of Madras. The number of students seeking admissions to the colleges and other institutions under the university has been progressively increasing for the past two or three decades. The institutions affiliated to the university have also thereby increased considerably. At the time of the formation of the Travancore University in 1937 there were only nine colleges in Travancore State, five Government colleges and four under private management. Now in the Travancore region alone of the Kerala State there are 42 colleges and institutions affiliated to the University of Kerala.

There is only one University for the whole of Kerala and all the colleges and higher educational institutions are affiliated to it. The present position of the colleges and institutions affiliated and constituent to the University of Kerala is as follows.

Type of College or Institution	Number of colleges		
	Govern- ment	Private	Total
Arts and Science	9	35	45
Professional	13	10	23
Oriental Lanugage Institutions	1	7	7
<b>TOTAL</b>	<b>23</b>	<b>52</b>	<b>75</b>
University Post graduate Departments		7	

## 2.2 Graduates of the University

Consequent to the study-increase in the number of admissions to the colleges and also the number of new institutions, the graduates passing out of the University each year has increased at a rapid rate. The following statement gives the annual increase in the number of graduates for the past five years.

	Graduates in				
	1953-54	1954-55	1955-56	1956-57	1957-58
Arts, Science and Commerce	2,457	2,795	3,077	3,407	4,012
Professional	547	834	893	1,053	1,643

It will be an interesting study to trace the present careers of these graduates and assess the influence of this rapidly increasing number of graduates on the educated unemployed of the State.

## 3. UNIVERSITY STUDENTS—DISTRIBUTION—ECONOMIC AND PHYSICAL STANDARDS

### 3.1 Distribution of the Students according to the Type of Studies

Distribution of the students in the sample according to the type of study is as given in Table 1.1 (page 92). 47 per cent of the students were from the Science group, 24 per cent from Arts, 6 to 7 per cent each from Commerce, Education, and Engineering, 2 per cent each from Medicine, Veterinary and Oriental Studies, and 1 per cent each from Agriculture, Law and Ayurveda.

### 3.2 Sex and Civil Condition

There were 1,464 male students and 643 female students in the sample drawn. The sex ratio per thousand students is thus 695 males: 305 females. The proportion of female students is found to be highest in the Arts group, the ratio being 596 males: 404 females for every thousand Arts students. Among the Science students the ratio is 662 males: 338 females. The sex ratio per thousand students in the professional courses is found as follows:

TABLE 1.2(a)

	Male	Female
Education	660	340
Medicine	685	315
Ayurveda	785	215
Law	794	206
Engineering	957	43
Agriculture	969	31
Veterinary	973	27

Only 4 per cent of the students are married and 3 in 1000 separated after marriage. None of the students surveyed are found to be widowed. 5 per cent of the female students are married. Largest percentage of married students is in the Faculty of Education. Approximately 71 per cent of all the students and 67 per cent of the males and 78 per cent of the females in this Faculty are married. This is due to the fact that the majority of the students in this Faculty are teacher-trainees. Next in order in the marital status are the Law students and students in Oriental Studies—each with 10 per cent married. Between the Arts and Science students, there are more married in the Arts section than in the Science section, the respective percentages being 4 and 1.

### 3.3 Residence

48 per cent of the students are found to stay with their parents; 30 per cent in hostels and 11 per cent each staying with relatives and in private lodging. 45 per cent of the male students and 54 per cent of the female students are staying with their parents, 28 per cent of the males and 33 per cent of the females in hostels; and 15 per cent of the males and 2 per cent of females in private lodging. More of men students than female students are found in private lodgings not recognised by the University. This may be a pointer to the lack of adequate hostel facilities for the men students in the various colleges.

It is observed that a large majority of the students in the Professional colleges except in Education (Teachers Training College) stay in recognised hostels. Most of the Professional colleges have their own hostels. Percentages of students staying in hostels in the branches of Medicine, Engineering, Agriculture and Veterinary Science are 89, 60, 71 and 65 respectively. The exception in Education is for the fact that the teacher-trainees are comparatively older than other college students and they prefer to stay with their relatives or in private lodgings.

### 3.4 Family Income

The following table gives the average monthly income of the families of 2048 students.

TABLE I.4(A)

Income Group in Rupees	No. of Students			Cumulative Percentage			Total
	Male	Female	Total	Male	Female		
I	2	3	4	5	6	7	
Less than 50	156	35	191	11	6	6	
50—100	302	102	404	32	22	29	
100—200	458	177	635	64	49	60	
200—300	216	128	344	80	70	78	
300—500	153	115	268	91	88	90	
500—700	51	32	83	94	93	94	
700—1000	52	33	85	98	98	98	
Above 1,000	25	13	38	100	100	100	
TOTAL	1,413	635	2,048				

It may be noted from the above table that 9 per cent of the students have only a family income less than Rs. 50 per month. How these students are able to execute their studies in the university with this financial background is really surprising. The urge for a university degree and the necessity for one felt by them in promoting their future career can only be the reasons prompting these poor students to continue their studies in the university.

Nearly 60 per cent of the students have family incomes less than Rs. 200. Thus the financial position of the majority of the students was found to be not adequate for a smooth and uninterrupted study in the university. Only 10 per cent of the students belonging to

families with incomes over Rs. 500 per month can be taken as fortunate in this respect. The average monthly family income (median values) of the students in the sample is found to be Rs. 135.

Comparing the families of male students and female students, while 11 per cent of the male students have family income less than Rs. 50, only 6 per cent of the female students have this family income. Percentage of families having income less than Rs. 200 is 64 for males and 49 for females. 9 per cent of the males and 12 per cent of the female students have their family income over Rs. 500. The average monthly family income (median value) of the male students is Rs. 127 and the female students Rs. 201. All this show that in the education of the girls at the university level, family incomes are given a greater weight than in that for the boys.

The family incomes of the students in the professional courses—Education, Agriculture, Medicine, Law, Engineering, *Ayurveda* and Veterinary Science are found to be at a higher level than those of other classes of students. The observed distribution of the family incomes in the professional courses and others is as given in the table below.

TABLE 1.4 (B)

Income Group Rs.	No. of Students	Cumulative Percentage			
		Pro- fessional	Others	Pro- fessional	Others
I	2	3	4	5	
Less than 50	22	169	5	10	
50—100	65	339	21	31	
100—200	143	492	55	61	
200—300	79	265	74	78	
300—500	67	201	90	90	
500—700	16	67	93	94	
700—1000	17	68	98	98	
Above 1,000	9	29	100	100	
	418	1630			

The average family income (median) of the students in the professional courses is Rs. 153 compared to Rs. 130 for others. Only 5 per cent of these students have family income less than Rs. 50. For others the corresponding percentage is 10. Percentage of students having family income less than Rs. 200 is 55 in the professional colleges and 61 in others. The differences in the proportion of students with family incomes less than Rs. 50 and Rs. 200 bet-

ween the professional groups and others are found to be statistically highly significant. That is, there is clear evidence of the fact that the admissions to professional colleges are generally sought only by those students who are financially better than those in the other types of studies.

### 3.5. Occupation of Father (or Guardian)

The classification of students according to the occupation of father (or guardians) is found as follows.

	Land lord	Agriculturist Wholly Owning Land	Agriculturist Partly Owning Land	Agricultural Labourer
	1	2	3	4
No. of Students	69	477	252	59
	Commerce, Trade (Own Business)	Banker	Manufacturer	Commercial Service
	5	6	7	8
No. of Students	201	15	20	58
	Government Service Non- Gazetted Officers	Government Service Gazetted Officers	Medical (Private)	Legal (Private)
	9	10	11	12
No. of Students.	259	125	62	72
	School Teacher	University Teacher	Engineering, Technical (Private)	Others
	13	14	15	16
No. of Student	199	12	16	181

35 per cent of fathers (or guardians) are found to be agriculturists—23 per cent wholly owning land and 12 per cent partly. 18 per cent of the students have their father (or guardian) in Government service—12 per cent non-gazetted and 6 per cent gazetted officers. 10 per cent are teachers with less than 10 per cent in the colleges or university. Another 10 per cent are engaged in commerce or trade (own business). Landlords and share-croppers, agricultural labourers, private medical practitioners, and those serving in commercial banks and commerce houses formed 3 per cent each of the fathers (or guardians) of the students in the sample.

About 4 per cent are in the legal profession, and 1 per cent each engaged as bankers (or money lenders), manufacturers, and in engineering and technology (private). 9 per cent of the fathers (or guardians) are classified under "others." The pattern of occupation of fathers (or guardians) is found to be more or less the same in all types of studies.

Fathers (or guardians) of 39 per cent of male students and 26 per cent of the female students are agriculturists. Only 17 per cent of the male students have their father (or guardians) in Government service where as 22 per cent of the female students have their fathers (or guardians) in Government service. These differences in the proportion of male and female students from agricultural families, or with their fathers (or guardians) in Government service are found to be highly significant. This shows that (i) the parents in the agricultural families do not encourage the higher studies of their female children at the college level to the same extent as that of their male children, and (ii) the proportion of female students in colleges with fathers (or guardians) in Government service is significantly larger than the corresponding proportion of male students.

The proportions of male and female students from other occupational groups of fathers (or guardians) are not found to differ significantly.

### 3.6. Age Distribution

The median age of all the students is found to be 19.8 years. The corresponding figures for males is 20.2 years and for females 19.3 years. The median ages of students in the different branches of study are found as follows.

TABLE 1.6 (A)

Type of Study	Median Age in Year		
	Males	Females	All
Arts	20.5	20.8	20.7
Science	19.4	18.7	19.2
Commerce	20.1	18.5	20.1
Agriculture	20.5	20.5	20.5
Education	27.0	25.5	26.6
Engineering	18.7	17.	18.3
Law	23.1	20.	22.6
Medicine	20.6	19.	20.4
Oriental Studies	22.3	19	21.0
Ayurveda	21.5	10	21.0
Veterinary Science	19.9	10	19.9
Social Studies	23.7	3.0	23.7

Invariably in all branches of study the median age of the female students is less than that of the male students. The median age is highest for both males and females in the branch of Education. This has been so because, as has been stated earlier, the majority of the students in this branch are teacher-trainees who have put in at least three years of service as teachers in schools. The Science students have a slightly less median age of 19.2 years compared to 20.7 years for Arts students. The low value 18.3 years of the median age for the Engineering students may be attributed to the fact that the majority of the students forming the sample from this branch are pre-professional Engineering students and first year degree students from the newly formed Engineering colleges in the State. The students in Social Studies and Law with values 23.7 years and 22.6 years respectively occupy the second and third places in the order of the median age.

### 3.7 Physical Standards

#### (i) Weight

The mean weight of the male students is 115 lbs. and of females 98 lbs. The respective variances in weight are 14.1 lbs. and 11.1 lbs. This difference in the variation is highly significant, showing that the weights of the male students vary to a larger extent than that of female students.

There is significant positive correlation between age and weight both for male and female students—in males with +0.33 and females 0.17. The difference in the correlation coefficients is also found to be significant. Age and weight are, therefore, correlated in a higher order in males than in females.

#### (ii) Height

The male students' mean height is 5' 6" and females' 5' 1". The variance in height is 6.8" for males and 5.8" for females. This difference in the variances is significant—the heights of the male students, like their weights varying in a large measure than that for females.

The correlation coefficient between age and height is found to be .09 for males and .03 for females. On testing it is seen that this correlation is significant only for males. But as may be seen from these values age and height do not seem to be correlated so much as that between age and weight.

The correlation coefficient between height and weight is 0.55 for males and 0.39 for females. Both these values are statistically significant and their difference is also significant. Like age and weight and age and height, height and weight are also correlated in a higher order in males than in females.

#### (iii) Chest Measurements

The male students on the average (median value) are having 32.1" chest and females 30.4". Unlike in height and weight, the variation in chest measurements is found to be greater for females than for males—the variances being 6.5" and 4.1" respectively.

There is significant positive correlation between age and chest measurements of both males and females. The difference between the correlation coefficients 0.35 for males and 0.28 females is also significant.

Height and chest measurements were both given by 1432 males and 617 female students. Height and chest measurements are seen to be significantly and positively correlated, the values of the correlation coefficient for males and females being 0.32 and 0.16 respectively. As with other physical standards these two factors are also correlated to a higher degree in males.

Weight and chest measurements are seen to be more correlated than height and chest measurements. For males the correlation coefficient is 0.61 and for females 0.41. This difference in the coefficient is again significant. Thus it is seen in general the physical standards are correlated among themselves in a greater degree in males than in females. Further, weight is found to be more correlated with height (for males, 0.55 and females 0.39) and chest measurements (for males 0.61 and females 0.41) than with age (males 0.33 and females 0.17).

### 3.8. State of Permanent Residence

Out of the 2,101 students who have noted their native state, 2,076 are from Kerala, 19 from Madras, 3 from Bombay and one each from Laccadives, Mysore and Pondicherry. Thus about 1 per cent of the students in the sample are from outside the State of Kerala, 9 of the 25 students from other states are found in professional courses of study.

From the information supplied by 2,099 students Table 1.14 is formed giving the average distance between their home town/village and the college/institution in which they study.

TABLE 1.14 (A)

Distance between Home Town/Village and College	No. of Students
Less than 1 mile . . . . .	137
1-3 . . . . .	338
3-5 . . . . .	192
5-7 . . . . .	179
7 and above . . . . .	1,253
<b>TOTAL . . . . .</b>	<b>2,099</b>

About 60 per cent of the students are thus found to have their home town/village over 7 miles from the institution/college in which they study.

## 4. DAILY ROUTINE

## 4.1. Usual Time of Getting Up and Going to Bed

Percentages of the students in the sample getting up and going to bed at various times in summer and winter are as in the following table.

TABLE 2.1 (A)

Getting-up Time (A.M.)

	4	4.30	5	5.30	6	6.30	7	7.30
Summer . . . . .	6	4	32	17	31	7	3	..
Winter . . . . .	..	6	20	17	32	15	8	2

Going to Bed (P.M.)

	9.30	10	10.30	11	11.30	12.00
Summer . . . . .	6	41	21	24	4	4
Winter . . . . .	8	41	19	23	4	5

In the time of getting up only 10 per cent of the students are found to wake up after 6 in the morning in summer. But in winter 25 per cent wake up after 6 in the morning. In summer all the students get up not later than 7 A.M. whereas in winter 2 per cent prefer to be in bed till 7.30 in the morning. There is not much difference in the proportion of students going to bed at different times during summer and winter.

## 4.2. College Hours and Meal Time

Excepting in some post-graduate departments of the university, the teaching hours in all colleges and institutions are from 10 A.M. to 4 P.M. in summer as well as in winter. Duration of a period is generally one hour. In the post-graduate department of Statistics of the University, a period covers one hour and thirty minutes.

Some honours and post-graduate students are having one or two hours off-periods in a week. Students in the graduate and undergraduate classes do not have any off periods ordinarily.

The general pattern of the meal time and other refreshment timings of the students is as given below. In the morning between 8 A.M. and 9 A.M. they take breakfast (refreshments). Between 1 P.M. and 2 P.M. they have their main meal. Evening, between 4 and 5, coffee, tea or any other drink and by 8 P.M. they take their evening meal. A small percentage of students take their morning meal between 8 A.M. and 9 A.M. light refreshments during lunch-break and evening meal by about 7 P.M.

The number of hours devoted for studies outside college hours is found to vary between one hour and 3 hours in the first and second terms and between 2 to 5 hours during the third term.

### 4.3. Daily Exercise

Only 767 students out of 2,107 students in the sample are found to take daily exercise other than sports activities. Of these 6 students devote only about 10 minutes, 232 between 10 and 30 minutes, 304 between 30 and 60 minutes and the rest 225 students over an hour per day for exercises. Thus only 36 per cent of the students surveyed are having daily exercise—25 per cent spending less than an hour and 11 per cent over an hour per day for exercise.

The lowest percentage of students taking to daily exercise is seen among Law students. Only 4 out of the 29 Law students in the sample devote time for exercise. 68 per cent of the students in Oriental Studies, 58 per cent in *Ayurveda* and 57 per cent in Veterinary Science take to daily exercise. Students in other branches of study are having lesser percentage values.

### 4.4. Spending Leisure Time

Information from 1426 males and 625 female students was obtained on how they spend their leisure time and their order of preference for the different items listed on the schedule.

#### Male Students

Over 50 per cent of the male students are having a first preference for 'Reading Books' in leisure hours. Next in successive order of first preference are 12 per cent for 'out-door games', 9 per cent for 'indoor games', 6 per cent for 'gossip', 4 per cent each for 'working at home' and 'hobbies', 3 per cent for music, drama etc., 2 per cent for movies and 1 per cent each for 'sleeping', 'day dreaming', working part-time and 'social gathering.' Only 4 in 1,000 have the first preference for craft, stitch and embroidery, 5 in 1000 interested in visiting friends' houses and 7 in 1000 following opposite sex. 2 per cent of the male students have first preference for items other than those listed, in spending leisure hours.

Reading books tops the list in the second order of preference also given by the males. In the second order of reference 18 per cent of the male students have given 'reading books', 16 per cent 'outdoor games', 14 per cent 'working at home', 12 per cent 'indoor games', 10 per cent 'hobbies', 5 per cent each 'movies' and 'social gathering', 4 per cent each 'gossip' and 'music, drama etc.', 3 per cent each 'sleeping' and 'visiting friends', 2 per cent 'day-dreaming' and 'working part-time', and the remaining 2 per cent 'craft', 'following opposite sex' and others.

In the third order of preference 13 per cent of the male students are interested in 'reading books', 12 per cent in 'indoor games', 11 per cent 'working at home', 9 per cent each in 'movies', 'social gathering', 'outdoor games' and 'hobbies', 7 per cent in 'visiting friends', 6 per cent in 'music, drama etc.', 4 per cent in 'gossip', 3 per cent each in 'sleeping' and 'working part-time', 2 per cent each in 'day dreaming' and 'following opposite sex' and 1 per cent in 'craft' and others.

#### Female Students

625 female students in the sample have given their first order of preferences in spending leisure time. Of this 60 per cent are for 'reading books', 8 per cent for 'indoor games', 5 per cent each for

'gossip' and 'working at home', 4 per cent each for 'hobbies', 'outdoor games', 'music drama etc.' and 'stitch craft and embroidery', 3 per cent for 'sleeping' and 1 per cent each for 'day-dreaming', 'movies' and 'social gathering'.

In the second order of preference 20 per cent are for 'working at home', 18 per cent for 'reading books', 12 per cent 'hobbies', 10 per cent for 'indoor games', 9 per cent for 'outdoor games', 7 per cent for 'music, drama etc.', 6 per cent 'stitch craft etc.', 4 per cent each for 'gossip', 'movies', and 'visiting friends', 3 per cent for 'sleeping', 2 per cent for 'social gathering' and over 1 per cent for 'day-dreaming', 'part-time work' and others.

15 per cent of the female students have given their third preference for 'working at home', 12 per cent each for 'hobbies' and 'indoor games', 11 per cent for 'stitch craft etc.', 8 per cent each for 'reading books' and 'music, drama etc.', 7 per cent each for 'outdoor games' and 'visiting friends', 5 per cent for 'movies', 4 per cent for 'social gathering', 3 per cent each for 'gossip and sleeping', 2 per cent 'day-dreaming', 1 per cent for 'working part-time' and the rest for other hobbies.

## 5. SPORTS AND RECREATION

### 5.1. Outdoor Games

1241 students—about 59 per cent in the sample—are found playing outdoor games. The percentage of the professional students taking part in outdoor games is 76 and among non-professionals 56. On the average each one of these students play more than one game.

The distribution according to the different types of outdoor games of 1241 students is as given below.

TABLE 3.3(A)

Type of Game	Students	
	Number	Per-centage
Badminton	810	31
Football	576	22
Swimming	250	10
Hockey	168	7
Tennis	158	6
Cricket	136	5
Gymnasium	106	4
Volleyball	101	4
Basket ball	41	2
Others†	232	9
<b>TOTAL</b>	<b>2,578</b>	<b>100</b>

(† Others include Tennikoit, Throwball, Running Race, High Jump, Long Jump etc.)

The average monthly expenditure on sports furnished by 833 students is tabulated and the result is given below.

TABLE 3.5 (A)

Monthly Expenditure in Rupees	No. of Students
Less than a rupee	102
1-2	221
2-3	195
3-4	80
4-5	53
5 and above	182
<b>TOTAL</b>	<b>833</b>

Nearly 78 per cent of the students are spending below Rs. 5 per month on sports. Those who spend Rs. 5 or more are mainly found to play expensive games like tennis.

As regards their activities in sports affecting their studies, 54 per cent of the students have stated that such activities not at all affect their studies—40 per cent felt that studies are affected to some extent and 5 per cent to a considerable extent. About 1 per cent of the students are not able to state clearly in what way their studies are affected by sports.

783 students not taking part in outdoor games stated their reasons for the same. 43 per cent of these students have attributed their reasons to lack of time and 28 per cent to 'no facilities', 27 per cent 'not interested' and 2 per cent for other reasons.

### 5.2. Recreation and Hobbies

Over 53 per cent of the students in the sample are found to play indoor games, 35 per cent of these students play carroms, 34 per cent cards, 15 per cent table tennis, 14 per cent chess and 2 per cent other games.

About 78 per cent of the students are seen to go for movies,—70 per cent seeing 1 to 4 movies, 7 per cent 5 to 8 movies, and over 1 per cent 9 and over 9 movies per month. Among these 62 per cent prefer Indian movies, 28 per cent foreign, and 10 per cent have an equal preference for both. Of these students who prefer foreign movies, 29 per cent have stated that their preference is due to their desire to learn about western civilisation, another 27 per cent, because of technical superiority, 25 per cent due to educative value, 15 per cent because of 'originality of theme' and 40 per cent for other reasons.

Generally the students are seen to have more than one preference in their choice of the type of movies; 26 per cent of the preference given are for comedies, 25 per cent for social, 17 per cent for tragedies, 15 per cent for musical, 10 per cent for historical, 6 per cent for religious and about 1 per cent for other types.

Nearly 46 per cent of the students are members of social organisations or clubs. Students in Social Studies and in Law have the highest percentage among them who are members of such organisations.

There are 4,052 entries regarding hobbies. Evidently each student on the average has more than one hobby. 'Gardening and agriculture' are found to be the hobby of 26 per cent of the students. Next in successive orders are: 20 per cent music, 11 per cent day dreaming, 10 per cent each stamp collecting and hiking I tours etc., 7 per cent each painting and poetry, 5 per cent photography and 4 per cent others.

The monthly expenditure for recreation and hobbies furnished by 1560 students is as in the following table.

TABLE 4.7 (A)

Expenditure in Rupees	No. of Students
Less than 1	122
1—4	723
5—10	633
11—15	55
16—20	14
Above 20	13
TOTAL	1,560

The average (median) monthly expenditure on recreation and hobbies is Rs. 4.2; 54 per cent of the students spending less than Rs. 5 and 95 per cent less than Rs. 10.

### 5.3. Extra-Curricular Activities

1,488 students—nearly 71 per cent in the sample—are seen to take part in extra-curricular activities. 35 per cent of the activities noted are connected with associations, 27 per cent with debates and lectures, 20 per cent dramas, 9 per cent recitation, 4 per cent concerts and 5 per cent other activities.

Of those who are not taking part in extra-curricular activities, 45 per cent are 'not interested,' 40 per cent have 'no facilities,' 8 per cent consider such activities 'as waste of time,' 3 per cent have 'no time' and 4 per cent have some other reasons.



591 students are seen to have won prizes for their extra-curricular activities—205 received certificates, 83 cups, 61 medals, 149 books and 93 other prizes.

#### 5.4. Creative Work

About 38 per cent of the students are interested in creative works like writing stories and articles or composing poems. 86 per cent of the stories are attempted in the mother tongue, 11 per cent in English, 2 per cent in Hindi and 1 per cent in the regional language. In writing articles, 67 per cent of the students use their mother tongue, 26 per cent English, 6 per cent Hindi and 1 per cent regional language. Poems are composed in the mother tongue in 81 per cent of the cases, in English 14 per cent and in Hindi 5 per cent. Another 3 per cent of the students are interested in other types of literary work.

Nearly 30 per cent of the students in the sample are reported to have published their literary work, 46 per cent of the publications are in the college magazines, 18 per cent in literary journals, 12 per cent in newspapers and 24 per cent in other magazines, weeklies etc.

#### 5.5. Religion and Faith

A very large majority—89 per cent of the students—believe in God and in His existence, 7 per cent in the sample are uncertain about the existence of God and 4 per cent do not believe in God. 56 per cent of the students regularly observe religious rituals, 15 per cent frequently, 22 per cent occasionally and 7 per cent never observe any.

Of the 2,107 students, 2,086 stated their religions. 60 per cent of them are Hindus, 35 per cent Christians and over 4 per cent Muslims. 3 of the students are Jews.

#### 5.6. Acquaintance with Opposite Sex

Only 41 per cent of the students are seen to have close acquaintance with members of the opposite sex. Among these 33 per cent have acquaintance in their institution to which they belong, 43 per cent in their home town/village and 24 per cent outside their home town.

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### 6. MEANS OF SUPPORT AND RESIDENCE

#### 6.1. Source of Finance

Generally the students are found to have only one source to finance their studies, namely, their parents' income. In some cases this is supplemented by other sources also. 64 per cent of the students in the sample are financed by their fathers, 11 per cent by their mothers, 18 per cent by other relatives, 5 per cent by themselves and 2 per cent by institutions.

### 6.2. Scholarships, Fee Concessions and Part-time Work

Only 5 per cent of the students are receiving scholarships. 34 per cent of the scholarships received are from Central Government, nearly 30 per cent from State Government, 3 per cent from the university, and 33 per cent from other institutions.

18 per cent of the students are having fee concession—12 per cent full fee concession, 5 per cent half fee and less than 1 per cent other type of concessions; 55 students (2 per cent) are engaged in part time work—15 per cent in agriculture, 19 teaching, 3 clerical, 3 in business, 4 in handicrafts, and art works, and 11 in other works.

### 6.3. Residence—Day Scholars

70 per cent of the students are found to stay with their parents, relatives or in lodgings not recognised by the University. Of these 82 per cent have given the type of the buildings in which they reside as *pucca*. *Pucca* buildings are taken as those with stone or brick walls and with thatched or tiled roofs. None of them have reported to stay in *katcha* buildings and in huts. 18 per cent who have given the type as 'others' are not able to specify the nature. Some of them have stated the nature as 'ordinary' building in Kerala.

71 per cent of the day-scholars are having separate rooms in their lodgings for their studies. Among those who are sharing the room with other students, 35 per cent are having one room mate, 30 per cent two, 15 per cent three, 7 per cent four, 5 per cent five, 3 per cent six, 1 per cent seven and nearly 4 per cent eight or more room-mates. Only 20 per cent of these students are having radio and 3 per cent telephone in their residences.

The average distance from their places of residence to the institution is found to be less than 3 miles. 43 per cent each of the students are going to college on foot and in public transport, 8 per cent on bicycle, 4 per cent in college bus and 2 per cent in family car. 50 per cent of the students residing with their parents, relatives or in private lodging do not know whether the atmosphere in the college hostels are more conducive or not for their studies. 25 per cent have stated that the hostels are more conducive and 25 per cent not conducive for studies.

### 6.4. Hostellers

604 students out of the 631 students in the sample residing in recognised hostels gave information regarding the length of their hostel life. 21 per cent of them are living in hostels for less than one year, 17 per cent between 1 to 2 years, 22 per cent between 2 to 3 years, 20 per cent between 3 to 4 years, 12 per cent 4 to 5 years, 3 per cent 5 to 6 years, and nearly 5 per cent 6 years and more.

78 per cent of the hostel students reported that they have a common room in their hostel intended for meetings, prayers etc. 82 per cent of the hostel students are seen to be provided with magazines, journals etc. Only 3 per cent of them have electric fans. 95 per cent of them are having separate table and chair for their studies. Only 18 per cent of them have single rooms.

All the hostels have their own mess. General sanitation was reported as satisfactory by 54 per cent of the students—as tolerable by 40 per cent and as bad by 6 per cent. There are only common

bathrooms and common lavatory in all the hostels. 92 per cent of the hostel students are having electric lights and 4 per cent have radio in their hostels. The average distance between the hostel and their institution is less than a mile. 80 per cent of the students feel that the atmosphere in the hostel is congenial for studies, 10 per cent not congenial and 10 per cent of them have no comments to make.

102 hostel students reported about the disturbing factors in hostels. 24 per cent of the complaints are against the 'gossip of inmates', 16 per cent about 'shouting and other noises', 13 per cent on 'over-crowding', 8 per cent on 'the poor living conditions' 7 per cent about 'the disturbance of other inmates', 6 per cent on 'poor food', 4 per cent on 'poor sanitary conditions', 3 per cent on the 'indiscipline of inmates' and 19 per cent for other reasons.

#### STUDY—EXAMINATION—ATTITUDE TO THE PRESENT SYSTEM OF EDUCATION—CAREER.

##### 7.1. Last Examination Passed

The last examination passed by 86 per cent of the students are either intermediate or pre-university; 11 per cent have passed B.A. or B.Sc. examination and 2 per cent pre-professional. The remaining constitute a small percentage in Oriental Studies who have passed S.S.L.C. or its equivalent and 5 other students holding M.A. or M.Sc. degree. Details of class obtained by the students in the last and last but one examinations are not furnished by most of the students and hence a study of the relation between the results of the two examinations has not been attempted.

##### 7.2. Careers Sought

The careers have been preferred by 1,257 male and 583 female students.

As their first preference, 58 per cent of the males and 45 per cent of the females prefer Central or State Government service. Next in order of first preference are 13 per cent of males and 23 per cent of the females preferring to be college or university teachers, 10 per cent of the males and 14 per cent of the females to be school teachers and 6 per cent of the males and 9 per cent of the females to be in private medical practice. Of the remaining, 4 per cent each of the male students have a first preference for private service (banks, commerce houses etc.) and legal profession (private practice)—3 per cent for own business and 2 per cent in other careers not specified. 5 per cent. of the females prefer to be housewives and less than 4 per cent. in private service, own business, legal profession and others.

In their second preferences the highest percentage of 37 and 31 respectively of males and females have given their choice to become college or university teachers. 17 per cent of the males and 20 per cent. of the females have given Government service, 13 per cent of the males and another 20 per cent of the females prefer to be school teachers and 14 per cent. of the males and 7 per cent of the females to be in private service. The remaining 19 per cent of the males and 22 per cent of the females prefer their careers in the other items listed.

Nearly 20 per cent each of the male students have given their third preference to the careers of school teacher, college teacher, and in private service. About 20 per cent each or a little over of that of the females also have given their third preference to be a school teacher and in Government service. Next in order of preference is 16 per cent of the males preferring to be in own business and 14 per cent of the females to be housewives.

### 7.3. Reading Extra Books

Of the 2,002 students who have stated their preference for reading extra books, 25 per cent have a first preference for reading detectives, 24 per cent. fiction, 15 per cent literary books, 17 per cent. current affairs, 7 per cent. religious, about 5 per cent. historical novels, 3 per cent. biographies, and 4 per cent others.

In their second preference 18 per cent of the students like to read detectives, 16 per cent fiction, 15 per cent each literary books and current affairs, 11 per cent each biographies and historical novels, 10 per cent religious, 2 per cent books on house-keeping, and 2 per cent others. 18 per cent of the students prefer to read biographies in the third order of preference. Next in succession of third preference are 17 per cent preferring historical novels, 16 per cent current affairs, 14 per cent literary books, 12 per cent detectives, 11 per cent. fiction, 9 per cent. religious, and 3 per cent. others.

### 7.4. Use of Guides and Made-Easies

1,506 students—71 per cent in the sample—are found to use guides or made-easies in their studies. 52 per cent of those students have stated that they found such guides and made-easies to be easy to understand. 24 per cent of them use guides because they contained ready made materials. Another 17 per cent of them are using guides because of lack of time in reading and understanding lengthy prescribed books. About 7 per cent have other reasons.

### 7.5. Present System of Examination

Nearly 93 per cent of the students in the sample are for discontinuing the present system of examination. 44 per cent of these students feel that examinations are not the sure test of one's ability. 22 per cent of them have stated that 'chances play heavily in the present system of examination'. 17 per cent plead for the discontinuance as 'no credit is given for regular work throughout the year', 13 per cent feel that 'no credit is given for other creative work' and about 4 per cent have other reasons.

### 7.6. Irregular Attendance

Only 136 students stated reasons for not attending classes regularly. About 53 per cent of these students find 'the lectures to be dull', to 20 per cent 'the lectures are not useful', 10 per cent of them have irregular attendance because they are 'busy elsewhere'. Another 7 per cent do not attend lectures regularly because of 'the indiscipline in the classroom', and 10 per cent have other reasons. Even if the compulsion about the minimum attendance be removed 202 students—nearly 10 per cent in the sample—do not feel like attending lectures regularly. 68 per cent of such students find 'the

lectures to be dull', to 20 per cent 'the lectures are not useful for examination purposes', and the remaining 12 per cent have other reasons for irregular attendance.

90 per cent of the students who are in favour of attending the lectures regularly, even if the compulsion about minimum attendance be removed, have generally more than one reason to state in support of their action. 47 per cent of these students consider 'the lectures to be useful for examination purposes', 28 per cent find 'the lectures to be informative', for 23 per cent 'the lectures are interesting' and 2 per cent have other reasons.

### 7.7. Medium of Instruction

Of the 1,992 students who gave their opinion on the medium of instruction, over 84 per cent prefer English, 10 per cent their mother tongue, 4 per cent Hindi, 1 per cent regional language and about 3 in 1,000 Sanskrit.

### 7.8. Social and Occupational Mobility of the Father and Grandfather of Students

73 per cent of the students have their grandfather and 60 per cent their father residing in rural areas. Percentages of students having their father and grandfather in the various occupations are given in the table below.

TABLE 10.2 (A)

Occupation	Percentage of Father	Students' Grand- father
1. Landlord & Share-Cropper	3	7
2. Agriculturist (Land Wholly Owned)	26	39
3. Agriculturist (Partly Owned)	12	19
4. Agricultural Labourer	3	4
5. Commerce and Trade	9	6
6. Banker, Money-lender etc.	1	1
7. Manufacturer	1	1
8. Service in Commerce Houses	2	1
9. Government Service (N.G.O.)	13	6
10. Government Service (G.O.)	6	2
11. Medical (Private)	3	4
12. Legal (Private)	3	2
13. Teacher (School)	9	4
14. Teacher (College)	1	..
15. Engineering & Technical	1	..
16. Others	7	6

It may be seen from the above table that while 69 per cent of the students have their grandfather in the agricultural group (occupational classifications 1—4) only 44 per cent of them have their father in this group. Percentages of fathers in all non-agricultural occupations excepting banker, money-lender etc. and manufacturer, are higher than that of grandfathers. 19 per cent of the students have their father in Government service, while only 8 per cent of them have their grandfather in Government service.

### 7.9. Tobacco and Alcohol Using

24 per cent of the students are found to use tobacco in one form or other—19 per cent use cigarettes, about 2 per cent chew tobacco, and 3 per cent use tobacco in other forms.

About 4 per cent of the students drink alcohol, but 96 per cent of these students drink only occasionally.

### 7.10. Disabilities and Illness

Only 2 per cent of the students are found to have some kind of disability. 35 per cent of such students have short sight, 12 per cent each have other eye defects, filaria and defect of the leg (lame), 8 per cent are rheumatic, 6 per cent are partially deaf, 2 per cent each partially dumb, squint-eyed and skin-diseased and about 9 per cent have other defects.

32 per cent of the students absented themselves from colleges due to illness—over 23 per cent were ill for less than 10 days, 6 per cent between 11 and 20 days, 2 per cent between 21 and 30 days and less than 1 per cent over a month.

## EXPENDITURE OF THE STUDENTS

### 8.1. Non-recurring Expenditure

All the students in the sample did not furnish information regarding their expenditure on the various heads listed on the schedule. 1915 students have given their expenditure on books, the number and percentage of students in the different expenditure groups for this item are given in the following table.

TABLE 13.1(A)

Expenditure in Rupees on Books	No. of Students	Percentage of
Less than or equal to 25	369	19
26—50	912	48
51—100	493	26
101—200	121	6
Above 200	20	1
<b>TOTAL</b>	<b>1,915</b>	<b>100</b>

The average expenditure on books is Rs. 41.5.

The expenditure on cotton clothes given by 1,745 students is tabulated in the following table.

TABLE 13.1(B)

Expenditure in Rupees	No. of Students	Percentage of Students
Less than or equal to 50	995	57
51—100	540	31
101—150	150	9
Above 150	60	3
TOTAL	1,745	100

The average expenditure of the students on cotton clothes is thus Rs. 44 approximately.

Of the 346 students who have given their expenditure on woollen clothes, 70 per cent spend less than Rs. 20 and 30 per cent. over Rs. 20 on this item. On shoes, umbrellas, rain coats etc. the average expenditure is nearly Rs. 13,—40 per cent spending less than Rs. 10, 39 per cent between Rs. 11 to Rs. 20, 15 per cent between Rs. 21 and Rs. 30 and 6 per cent over Rs. 30. The expenditure on travels (study tours etc.) is found to be less than Rs. 50 for 65 per cent of the students.

The average annual charges on colleges and university is about Rs. 23. Out of the 1,820 students who have given the information on this item, 47 per cent have the expenditure below Rs. 20, 26 per cent between Rs. 21 and Rs. 40, 10 per cent. between Rs. 41 and Rs. 60, and 17 per cent over Rs. 60. Nearly 50 per cent of the hostellers are paying over Rs. 15 as annual charges of the hostel. The average non-recurring expenditure on other items (not specified) is nearly Rs. 30.

## 8.2. Recurring Expenditure

In tuition and other college dues, 8 per cent of the students are found to pay between Rs. 10 and 15, 51 per cent between Rs. 16 and Rs. 20, 27 per cent between Rs. 21 and Rs. 25 and 14 per cent over Rs. 25 per month. The average expenditure on lodging is Rs. 8 per month and only 37 per cent of the students in the sample are having this item of expenditure. Of those students who have to pay for boarding, 22 per cent found to pay less than Rs. 25, 16 per cent between Rs. 26 and Rs. 30, 17 per cent between Rs. 31 and Rs. 35, and 45 per cent over Rs. 35, per month. On stationery the expenditure is less than a rupee for 8 per cent of the students, between Re. 1 and Rs. 5 for 70 per cent., and over Rs. 5 for the remaining 22 per cent. Cost of toilets, washing charges etc. require between Re. 1 and Rs. 5 for 74 per cent. and less than Re. 1 for 4 per cent of the

students. Recreation expenses are also between Re. 1 and Rs. 5 for 74 per cent. of the students; only 16 per cent have this item of expenditure over Rs. 5. Of the 784 students who have to pay for their membership of societies, 37 per cent only less than a rupee as membership fees. Conveyance charges are seen to be less than Rs. 5 per month for 46 per cent of the students. On books, newspapers, magazines etc. 65 per cent of the students are spending between Re. 1 and Rs. 5, and 11 per cent less than a rupee. The average monthly expenditure on other heads (not specified) is nearly Rs. 4.

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## OPINION SURVEY

### 9.1. Students and Politics

1997 students—nearly 95 per cent have given their answer to the question "whether the students should take part in active politics". 35 per cent of these students answered 'Yes', 51 per cent 'No' and 14 per cent 'Don't know'. Those who have given the answer 'yes' generally have more than one reason in support of their argument. 41 per cent. of the reasons stated are: 'that India needs experienced politicians'; 28 per cent. 'to practice theory with actual life'; 22 per cent. 'a child is the father of man'; 5 per cent to 'have recognition among students' and 4 per cent 'others.'

### 9.2. Co-education

1,373 boys and 606 girl students expressed their attitude to co-education. 62 per cent of the boys and 60 per cent of the girls are 'favourable', 26 per cent. of the boys and 20 per cent of the girls 'not favourable', and 12 per cent of the boys and 20 per cent of the girls 'don't care' for co-education.

### 9.3. Ticketless Travels in Train and Public Transports

About 33 per cent of the students (out of 2072) know something about the habit of ticketless travel in trains and public transport by students, 43 per cent have no idea about such habits, and a little over 24 per cent do not know ticketless travels. Of the reasons given by those who know about ticketless travel, 29 per cent are of the opinion that 'students cannot afford to pay high fare', 25 per cent 'authorities are not strict in handling student offenders', 19 per cent 'to harass the authorities', 17 per cent 'the students think they are a privileged class', and 10 per cent 'other reasons'.

### 9.4. Disturbance in Classrooms

37 per cent of the students are found to feel the disturbance in classrooms, 56 do not find any disturbance, and 7 per cent do not know whether there is disturbance or not. 28 per cent of the disturbances are attributed to the 'leniency of the teachers and their incapability to control the class', 24 per cent to 'dull lectures', 20 per cent to 'the irresponsibility of one section of the students', another 20 per cent to the 'teacher being strict and students trying to tease him', and 8 per cent to 'other reasons'.

### 9.5. Causes of Student Indiscipline

2,015 students stated various causes, in their order of importance, of 'student indiscipline'. Giving the most important cause, 43 per cent of the students have stated: 'the lack of personal relationship between teacher and student', 22 per cent 'the influence of political parties and other outside elements', 7 per cent 'non-availability of opportunities for spending extra time and energy', 6 per cent 'students consider themselves to be a privileged class', and less than 5 per cent each of the students have stated other reasons listed in the schedule as the main cause.

Next in importance of the cause 25 per cent students view 'the influence of political parties and other outside agencies', 13 per cent 'the lack of personal relationship', 12 per cent each 'the students considering themselves as privileged class' and 'the influence of political disturbances on the students', 11 per cent 'non-availability of opportunities for students to spend extra time and energy', 10 per cent. 'meagre employment prospects after completing education', 6 per cent 'attitude of authorities' and the remaining have stated other causes listed.

As a third priority for the possible causes of student indiscipline 15 per cent. each of the students have pointed out to 'the influence of political disturbance on the students' and 'the students thinking themselves as a privileged class', 14 per cent to 'the influence of political parties and outside agencies', 11 per cent. to 'meagre employment prospects after completing education', 10 per cent to 'non-availability of opportunities for spending extra-time and energy', 9 per cent 'lack of personal contact between teachers and students', 8 per cent 'lack of laboratory facilities, equipment etc.', 7 per cent to 'students are irresponsible, they don't have to work their way to college education' and the remaining have other reasons.



